DOCUMENT RESUME

ED 103 559 88 UD 014 934

TITLE	Innovations in Education.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	75
NOTE	65p.
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	Compensatory Education Programs; Curriculum Development; Educational Change; Educational Development; *Educational Innovation; Educational Programs; Federal Programs; Program Descriptions; *Program Development; *Program Evaluation; Pupil Personnel Services; *State Surveys
IDENTIFIERS	*Arizona; Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

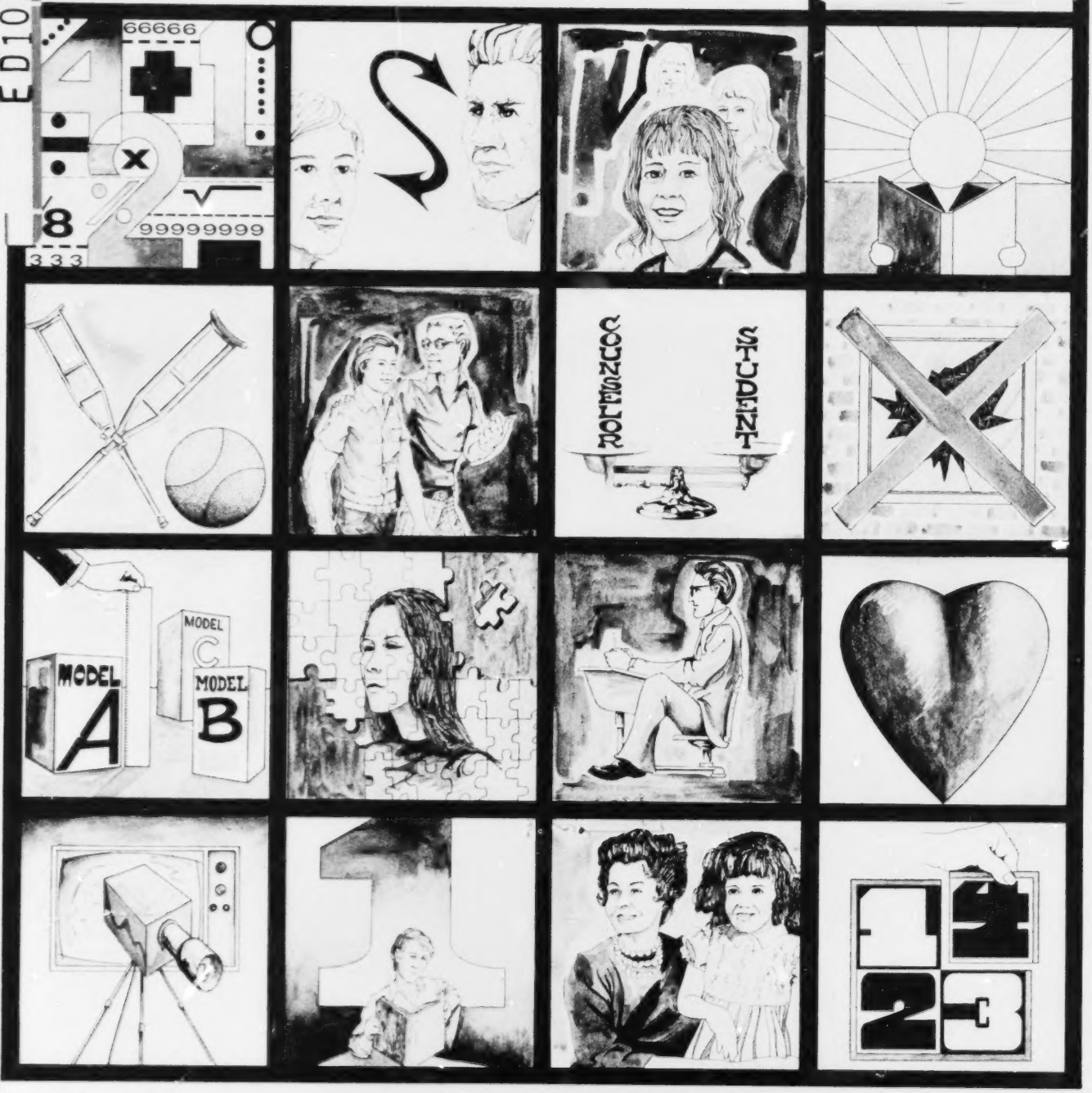
The Elementary-Secondary Education Act of 1965 created opportunities for improvement of school programs: Title III provides one such avenue to develop strategies for demonstrating experimental programs which make a substantial contribution to the solution of critical educational problems. The E.S.E.A. Title III program is intended both to support vitally needed supplementary services as well as to encourage innovative and exemplary applications of new knowledge in schools throughout Arizona. An important facet of any program is the revelation of these programs throughout our educational community, the State of Arizona. Thus, a major thrust of E.S.E.A Title III is to disseminate among education decision makers information relating to new and innovative programs, treated individually in the text of this document. It is with the dissemination purpose in mind that the Department of Education is sharing with you "Innovations in Education." The information contained in this publication should aid in creating an awareness of educational need, some solutions utilized by various districts toward meeting these needs, and to further stimulate formulation of imaginative programs which might further the education opportunities for students in Arizona. (Author/JM)

BEST COPY AVAILABLE

INNOVATIONS IN EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED103559



Carolyn Warner, Superintendent -- Arizona Department of Education

BEST COPY AVAILABLE

Arizona Department of Education

1535 West Jefferson Phoenix, Arizona 85007

Jewell Sisemore, Director, ESEA Title III

Telephone: (602) 271-5414

Spring - 1975

STATE ADVISORY COUNCIL FOR ESEA TITLE III

Mrs. Norma Botkin, Chairman
Member, Board of Trustees
Phoenix

Dr. Trevor G. Browne, Honorary Member
Educator and Physician
Phoenix

Mrs. Laurie M. Phelps
Student Leader
Northern Arizona University
Flagstaff

Sister Dorothy Ann Doyle, O.P.
Diocesan Elementary Consultant
Diocese of Tucson
Tucson

Mr. Paul H. Blatchford
Tribal Relations Aide
Bureau of Indian Affairs
Tuba City

Dr. Ralph Goitia
Superintendent of Schools
Phoenix Elementary District
Phoenix

Mrs. Lydia Paulsen
Civic and Cultural Leader
Tucson

Mrs. Bernice Sinoff
Civic and Cultural Leader
Yuma

Dr. Oscar C. Christensen
Professor of Education
University of Arizona
Tucson

Dr. Delbert D. Weber
Dean, College of Education
Arizona State University
Tempe

Dr. Daniel Conley
Student Personnel Services
Glendale

Dr. Kenneth Walker
Superintendent
Prescott Public Schools
Prescott

FOREWORD

The Elementary-Secondary Education Act of 1965 created opportunities for improvement of school programs. ESEA Title III provides one such avenue to develop strategies for demonstrating experimental programs which make a substantial contribution to the solution of critical educational problems.

The ESEA Title III program is intended both to support vitally needed supplementary services as well as to encourage innovative and exemplary applications of new knowledge in schools throughout Arizona. An important facet of any program is the revelation of those programs throughout our educational community, the State of Arizona.

Thus, a major thrust of ESEA Title III is to disseminate among education decision makers information relating to new and innovative programs. It is with the dissemination purpose in mind that the Department of Education is sharing with you INNOVATIONS IN EDUCATION.

The information contained in this publication should aid in creating an awareness of educational need, some solutions utilized by various districts toward meeting those needs, and to further stimulate formulation of imaginative programs which might further the educational opportunities for students in Arizona.

Carolyn Warner
Superintendent of Public Instruction

TITLE III SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES: GUIDANCE, COUNSELING, AND TESTING

The Title III program of the Elementary and Secondary Education Act was originally designed to encourage school districts to develop imaginative solutions to educational problems; to utilize research findings more effectively; and to create, design, and make maximum use of supplementary services. Beginning July 1, 1970, the program was expanded to include projects in Guidance, Counseling, and Testing. This publication gives a brief description of Arizona's innovative educational projects.

Fred J. Sughrue
Director, ESEA Title III

CONTENTS

The Education Fair 1
Teacher Incentive Award Program 2
Identification, Validation, Dissemination 3
Commissioner's Discretionary Funds 6
Guidance and Counseling Projects
- Accountability for Counselors 8
- Counselor Involvement in the Classroom 10
- Training Program for Counselor Aides 12

Early Childhood Education
- Mother and Child Learning Team 4
- Patterns in Living and Learning 13

Educational Television
- Innovative Video Teaching Tapes 15

Environmental and Outdoor Education
- Life in Flagstaff's Environment 17
- Outdoor Laboratory 19

Gifted and Talented Projects
- Innovative Program for the Gifted and Talented 21

Health Education
- Cardiovascular Risk Factor 23

Indian Education
- Heed Ethnic Education Depolarization 7
- Individualized Indian Instruction 50

Individualized Instruction
- Arizona Consortium for Individualized Learning 25
- Mathematics Accountability Model 28

Special Education
- Adaptive Physical Education Model 30
- EMH Career Awareness 32
- Evaluation of Resource Models for Handicapped 33
- Video Education Records for Special Education 35

Staff Utilization
- Comprehensive Accountability System 37
- Cross-Age Teaching 40
- Learning to Learn 42

Vandalism
- Project to Reduce Incidence of Destructive Effort 45

Vocational Education
- Young School-Community Self Help 46

Year-Round Schools
- Year-Round High Schools for Phoenix 48

Publications 51
Terminated Projects 55

THE EDUCATION FAIR

There continues to be a great time lag for innovations in education to be accepted by many educators. Many good ideas are lost by default because no one has the responsibility for their diffusion. The initiative for identifying, validating and bringing proven ideas to the attention of educators is imperative. Educators could very well learn from the agricultural community that diffusion of educational practices will not take place without a concentrated effort. Innovative and exemplary programs can not disseminate themselves.

The diffusion of innovative educational practices may be accomplished by means of a relatively new medium - the Education Fair.

The Education Fair is not just another educational conference. It is unique in its purpose, objectives, and implementation strategy from all other educational meetings. The Education Fair is designed to demonstrate innovative exemplary educational practices that may ultimately be adopted by a local school district. The Education Fair should demonstrate program effectiveness and exhibit innovative process and product. Ultimate installation of proven practices follow a diffusion process that includes the identification, validation, and dissemination of practices for adoption/adaptation by potential Education Fair consumers. Promoting innovative processes among educators with the uncertainty of the relative effectiveness of that practice will not aid the objective of diffusion. The purpose of the Education Fair is to inform others of an innovative practice and to convince them of the advantages and disadvantages of adopting that practice in their own setting. Therefore, demonstrations should not occur until that practice has been validated. Herein lies the unique value of the Educational Fair.

The Arizona Department of Education, sponsored by ESEA Title III, has staged four annual Education Fairs as an awareness level vehicle aimed at diffusion. Continued interest and demand for the Education Fair has resulted in joint sponsorship of the Education Fair by the Arizona Department of Education and the Arizona Education Association. This union of the two major educational organizations in the state will insure annual exposure of promising practices in education to more than 20,000 Arizona educators.

The Education Fair has officially been approved as a bicentennial project for the Arizona Department of Education by the Arizona Bicentennial Commission. This status will add considerable prestige and exposure to the Education Fair as Arizona shows the great advances that education has achieved since 1776.

TEACHER INCENTIVE AWARD PROGRAM

The mini-grant program is specifically aimed at the classroom teacher who has ideas for new ways to solve perennial problems and to bring realization to the best ideas of the classroom teacher.

For the classroom teacher/teachers to qualify for a mini-grant the application must be economically feasible, innovative, and have a potential of being continued. Projects may run a maximum of 12 months. Recipients must report project results to the Department of Education.

A large district with multi-schools might possibly qualify for more than one application, whereas a small district might expect only one. Title III mini-grants are judged on a highly competitive basis and awards will be made where "innovative ideas" are found. Several teachers may combine their interests, talents, and ideas to arrive at a consensus for a mini-grant proposal.

Mini-grant proposals must be submitted through the district superintendent. A sincere attempt was made to keep the application and instructions as short and uncomplicated as possible. Applications may be obtained from Title III at the Department of Education.

The mini-grant award will usually be made for no more than $1,000 to an individual teacher or $2,000 to a group of teachers who have a small-scale innovative project.

IDENTIFICATION, VALIDATION, AND DISSEMINATION OF SUCCESSFUL PRACTICES

Millions of dollars are allocated annually to state and local educational agencies for programs to stimulate improvement of education. In many cases, the programs succeed. They produce significant changes in learner achievement.

By sharing the success of such programs and practices, the benefit to education and to learners can multiply itself many times. Under the auspices of the USOE, an identification, validation, and dissemination program was begun, the purpose being to identify successful programs and practices that may facilitate constructive educational change in the nation's schools.

The effort focuses on projects funded by Title III of the Elementary and Secondary Education Act (ESEA), which operates under a legislative mandate to fund exemplary practices as demonstration sites for educational innovation. Now in its third year of operation, the project has been undergoing refinement and revision to provide maximum usefulness and efficiency in identifying and validating successful practices. In 1972-73, for instance, 107 projects were validated by states as exemplary.

To be validated, a nominated project or practice must meet the tests of (1) effectiveness/success, (2) cost information, and (3) exportability. An on-site validation team reports its findings in a "Validation Report." These state-validated practices may then be disseminated by state educational agencies and organizations through their publications, educational fairs, and other means.

The state or local educational agencies may recieve approval for USOE dissemination by submitting summary information to the Division of Supplementary Centers and Services. The Division will channel the information to USOE's Dissemination Review Panel.

Arizona has participated in the IVD process for two years. The Mother and Child Learning Team, on the following page, represents Arizona's ESEA Title III project that has gained recognition as having met the IVD criteria and is validated for nation-wide dissemination.

TITLE OF PROGRAM/PROJECT: Mother and Child Learning Team

LOCATION OF PROJECT: Wilson Elementary School District, Phoenix, AZ

PROJECT NUMBER: 07-007-12-71-0024-3

GRADES AFFECTED: Preschool Children

PROJECT DIRECTOR: Mr. Servando Carrillo, Superintendent

LENGTH OF PROJECT: September 8, 1970 to September 7, 1974

TARGET POPULATION: Mothers and their three-, four-, and five-year-old children in a preschool readiness program.

NEEDS SITUATION: Approximately 13,000 people reside within the boundaries of the Wilson School District. This inner-city community is made up of various ethnic groups with the dominant group being those who speak a language (Spanish) other than English.

There is a high rate of student dropouts among Wilson graduates when they enter high school. Various studies have determined that one factor contributing to this large number of children leaving school is parental apathy. This, combined with a general misunderstanding of the school's role in the community, has led to what is titled the "Mother and Child Learning Team."

GENERAL APPROACH: Mothers and their preschool children are brought together in a school situation where the children are introduced to a readiness program, and the mothers are trained in the skills necessary to assist them in helping their youngsters.

PROGRAM DESCRIPTION: The mothers begin the program working with their own child. As additional skills are learned, the mothers take on more of the responsibility of teaching larger groups. They learn to make materials, cook, and introduce lessons under the direction of the teacher. The purpose of such total involvement in the schools is to gradually produce a change in the attitude of the mother toward school and toward her child's part in the school.

PROJECT OBJECTIVES: (1) To develop a more positive self-concept for the child with continued successful interaction in the program. (2) To expose the parents and children to social experiences for the purpose of changing attitudes toward other people. (3) To develop positive changes in attitudes toward school and society with continued exposure to roles and routines. (4) The children will show increased communicative skills and an increase in motor development with continued experiences in pre-readiness and readiness skill development. (5) To develop a knowledge of, and practice in, good health care and habits. (6) To provide the mother with skills necessary to prepare the child for school. (7) To develop a more positive self-concept in the mothers with successful interaction in the program. (8) To increase the mother's ability to interact socially with others through continued instruction and guidance from staff members. (9) With continued involvement in the program, mothers will show increased participation; effort and responsibility; a greater ability to communicate with adults and children; will demonstrate greater use of skills and knowledge gained; and will show greater knowledge and awareness of the need for adequate nutrition and general health care.

EVALUATION DESIGN: Checklists measuring the anticipated behavioral changes were developed by the school psychologist. The mothers kept records on their own children and the teachers rated the mothers. Once a week the mothers met with the psychologist and went over the checklists and constructively evaluated themselves. Pre- post-test scores on Metropolitan Achievement.

11

REQUIREMENTS FOR SUCCESS: Wilson District was fortunate in having a cottage on campus available for the Mother/Child program. This allowed for the establishment of a nursery, a kitchen, and a sewing room within the same site. The nursery was highly important since it allowed mothers with infants to participate in the program.

PROJECT OUTCOMES: The district has just now begun to realize the benefits from the program. Children who participated in the program were able to adjust to the regular classroom with little or no difficulty. As a result, they are near, or at the top, of their class academically. The mothers have shown a new interest in school. Community interest and participation in school affairs is at an all-time high. Because of this, the district hopes to continue the program after Federal funding stops.

CONTACT INFORMATION:

Mrs. Maria Phibbs, Project Coordinator
Wilson School District
2411 East Buckeye Road
Phoenix, Arizona 85034
Telephone: (602) 273-1333

COMMISSIONER OF EDUCATION'S DISCRETIONARY FUNDS

Under the Elementary and Secondary Education Act of 1965, Title III, Section 306, funds are provided to the U. S. Commissioner of Education to make grants to local educational agencies in a state. These grants are made at the discretion of the Commissioner for projects which may make a substantial contribution to the solution of critical educational problems common to all or several states.

Interested parties are invited to submit grant applications directly to the Commissioner of Education. Applications for the following types of projects are given priority in award of grants:

1. *DEVELOPER-DEMONSTRATION PROJECTS:* Projects in which a local educational agency has successfully implemented an exemplary approach to the solution of an educational problem common to all or several states undertakes to aid other local educational agencies in adopting that approach.

2. *STATEWIDE FACILITATOR PROJECTS:* Projects in which a local educational agency in cooperation with the state educational agency assists other local educational agencies within its own state to find an appropriate exemplary program selected under category 1 above to meet their educational needs.

3. *REPLICATION PROJECTS:* Projects in which a local educational agency selects and replicates an exemplary program which has not been developed by such agency.

4. *REPLICATION OF PROJECTS VALIDATED BY OFFICE OF EDUCATION:* Projects in which a local educational agency having large numbers or proportions of children with deficiencies in reading and mathematics undertakes to replicate compensatory education programs which have been validated by the Office of Education and which are appropriate to the demonstrated needs of the district.

Project HEED, on the following page, represents section 306 funding within the State of Arizona.

HEED

TITLE OF PROGRAM/PROJECT: HEED – HEED ETHNIC EDUCATIONAL DEPOLARIZATION

LOCATION OF PROJECT: Sacaton Public School District No. 18

PROJECT NUMBER: 71-7460-0

GRADES AFFECTED: Kindergarten through 8th Grade

PROJECT DIRECTOR: Mr. Larry Stout

TARGET POPULATION: With few exceptions, the students in the eight member schools belong to the tribe on whose reservation the school is located: Pima, Hopi, Papago, Hualapai, Apache, and Navajo. The students are from eight reservation schools, six of which are public schools, one parochial school, and one BIA school.

NEEDS SITUATION: A lack of understanding among educators of the educator/learner relationships was a major stumbling block to a better understanding of Indian behavior and the underlying motives directing their behavior. This understanding would require knowledge of, and empathy for, the diversity of Indian cultures, attitudes, and needs, as well as the skill and flexibility of technique utilization in problem solving.

GENERAL APPROACH: A special education consultant works with resource room teachers, as well as regular classroom teachers who have special education students in the classes, to help identify the needs of those students and to implement and assist with programs for them during the monthly visit to each school site.

PROGRAM DESCRIPTION: Science Research Associates DISTAR Reading Program is used in grades K-3 to improve the reading performance of those students, with Field Enterprises Materials being used in grades 4-8, along with supplemental reading materials as selected by the project teachers.

Culture-related curriculum materials are being developed and used in classrooms to help with cultural awareness for the students. Also supplied are in-service workshops for teachers on the local culture plus appearances of local community people in the classrooms and in special school programs as legend tellers, historians, and arts and crafts demonstrators.

PROJECT OBJECTIVES: To substantially improve reading performance of students involved in the project; to enhance the students' self-concepts to further develop pride in being Indian; to increase teachers' basic understanding of the culture of the tribe they are serving; and to identify students in need of Special Education and implement programs to work effectively with those children.

EVALUATION DESIGN: Instruments have been developed to check behavior of a random sample of students in each class during monthly visits by project staff, as well as pre- and post-self-concepts checks of that same sample. Reading improvement is checked by pre- and post-testing.

REQUIREMENTS FOR SUCCESS: Inter-tribal coordination and support. Project HEED is directed by an advisory council made up of administrators from project schools and community people from the cooperating tribes. The Council is a policy-making body.

CONTACT INFORMATION:

Mr. Larry Stout
Project HEED
Sacaton Public School District No. 18
P. O. Box 98
Sacaton, Arizona 85247
Telephone: (602) 562-3522
or 562-3367

TITLE OF PROGRAM/PROJECT: Accountability for Counselors

LOCATION OF PROJECT: Mesa Public Schools, Mesa, Arizona

PROJECT NUMBER: 97-004-12-72-0040-1

GRADES AFFECTED: K – 12

PROJECT DIRECTOR: Mr. Duane Richins

LENGTH OF PROJECT: July 1, 1973 to June 30, 1974

TARGET POPULATION: Counseling personnel in Grades K-12, and indirectly all students in schools served by project programs.

NEEDS SITUATION: Mesa Public Schools' Guidance Department has had, over the years, an excellent guidance program. However, there has been a growing discomfiture from guidance practitioners about how responsive, efficient, and effective traditional guidance methodologies really are:

1. How functional and helpful were we for *all* students?
2. Were we spending 90% of our time with 10% of our students?
3. How did we "know" what we were doing was having any lasting effect for good?
4. How could we move from what was essentially crisis counseling toward developmental or preventative programs?
5. Was the time of highly trained, competent counselors being used in the best way for young people?
6. How could we put priorities on our time and energy so that we were doing the "right" thing, at the "right" time, for the "right" person?

GENERAL APPROACH: Our main approach, briefly stated, was to reduce the size of our "universe" down to manageable size and then within the parameters of this "new" definition of guidance be responsible, i.e., *accountable*. We were committed to move toward a model of accountability based not only upon what counselors did but rather based on results or outcomes in terms of observable student behaviors.

PROGRAM DESCRIPTION:

1. Built a guidance model based upon the outcomes of an objective status assessment reconciled with the results of a detailed needs assessment.
2. Designed a program based essentially upon student needs.
3. Programmed an implementation schedule for delivery of the program to the target population.
4. Designed evaluation strategies to determine if, in fact, the program delivered its objectives.

SECOND YEAR:

1. Began a task analysis to determine competencies required by practitioners to deliver the program.
2. Did a beginning competency analysis to determine present competency level of practitioners.
3. Began the design of in-service programs to bring practitioners to appropriate competency levels.
4. Began the development of transportable practitioner training "packages."

PROJECT OBJECTIVES: (Second Year)

1. Identify at least five of the most critical competencies required to design, develop, and implement an accountability program for guidance services.
2. Develop at least five training packages, based upon actual training experiences that are competency-based and transportable.

EVALUATION DESIGN: Since this project is primarily to give and produce training packets, the evaluation will center around them. Since they will be objectively written and competency-based, the main questions evaluation must ask are:

1. Do they deliver on the performance objectives?
2. Are they transportable?
3. Can they be replicated?

REQUIREMENTS FOR SUCCESS: Meet or exceed our stated objectives outcomes.

PROJECT OUTCOMES: Produced training packages based on actual training experiences that are competency-based and are transportable.

CONTACT INFORMATION: Mr. Duane Richins, Project Coordinator
14 West Second Avenue
Mesa, Arizona 85202 Telephone: (602) 962-7332

TITLE OF PROGRAM/PROJECT: Counselor Involvement in the Classroom

LOCATION OF PROJECT: Phoenix Union High School District No. 210, Phoenix, Arizona

PROJECT NUMBER: 07-210-12-73-042-2

GRADES AFFECTED: High School Grades 9-12

PROJECT DIRECTOR: Norbert Konzal

LENGTH OF PROJECT: July 1, 1973 – June 30, 1976

TARGET POPULATION: The project is urban. The Phoenix Union High School District has eleven high schools ranging from suburban to inner-city and a student population of 29,634 in grades nine through twelve. The participants include high school students, teachers and counselors. The ethnic composition of the student population is predominantly Anglo with Mexican-American, Black, Indian and Oriental minorities.

NEEDS SITUATION: Recent surveys of Phoenix Union District students, plus a large body of research, indicate a strong desire among students for greater teacher-student interaction and student-to-student interaction. In addition, research indicates a strong positive correlation between student-teacher relationships and facilitation of learning. Since counselors, as human relations specialists, could be vital team members in facilitating interactions, there is a great need to develop new methods for counselors to function effectively in improving the learning climate within the classroom.

GENERAL APPROACH: (1) The research project has been conducted and analysis of data is now in process; (2) Workshops have been conducted for counselors and teachers in the Phoenix Union High School System; (3) As the result of various requests, workshops have been conducted for other Valley elementary and secondary school districts; (4) Presentations made at Counselors National Convention and various classes in Counselor Education and Secondary Education Departments at Arizona State University.

PROGRAM DESCRIPTION: (1) Publishing and distributing the procedural manual for counselors and teachers to use in facilitating the classroom activities; (2) Conducting training seminars for teachers, counselors, and administrators to provide techniques and materials necessary to implement the classroom experiences; (3) Conducting an experimental design research project to determine the effectiveness of the classroom procedures.

PROJECT OBJECTIVES: (1) To develop a series of interaction activities to be used in the classroom; (2) To familiarize counselors and teachers with the classroom procedures; (3) To emphasize the value and importance of taking a positive approach in group work to enhance one's *positive* self-concept; (4) To test the effect of the classroom activities through experimental research design.

EVALUATION DESIGN: Criteria measurements being used in the research project are: (1) A set of semantic differential scales; (2) Sociometric questionnaire; (3) Student self-reports; (4) Attendance; and (5) Grades. A pre-test, post-test, and delayed post-test are being given to experimental and control classes and three of Phoenix Union High School System's schools which represent the various socio-economic status in the district.

REQUIREMENTS FOR SUCCESS: School districts planning or adapting the project should have some of their key personnel go through the in-service component of the project. The procedural manual gives detailed instructions on how to implement the classroom activity, but the attitudinal and positive philosophical emphasis are best captured by participation in the in-service program.

PROJECT OUTCOMES: A brochure describing the project and training seminars is available along with a procedural manual which includes step-by-step instructions for implementing the classroom activities.

CONTACT INFORMATION:

Dr. Robert E. Lindberg or
Mrs. Sherrie Bartell
2526 West Osborn Road
Phoenix Union High School System
Phoenix, Arizona 85017

Telephone: (602) 258-8771

TITLE OF PROGRAM/PROJECT: A Training Program for Counselor-aides

LOCATION OF PROJECT: Glendale Elementary School District No. 40, Glendale, Arizona

PROJECT NUMBER: 007-040-12-73-0049-1

GRADES AFFECTED: K – 8

PROJECT DIRECTOR: Mr. Lew McCain

LENGTH OF PROJECT: September, 1973 to June, 1976

TARGET POPULATION: Approximately 700 students are referred each year for initial testing and evaluation to determine mental ability, academic achievement, personal or social problems, and other problems related to school children.

NEEDS SITUATION: Initial testing and evaluation occupied approximately 54 percent of the counselor's time. A large backlog of students needing testing developed; and the average time from the initial teacher referral to the time the child was evaluated was approximately three to four weeks.

GENERAL APPROACH: The activities and procedures used in the project to meet objectives will be a training program for counselor aides which includes testing procedures, behavior modification techniques, child study methods, procedures for interpreting test results to parents and teachers, and methods of limited pupil counseling.

PROGRAM DESCRIPTION: The counselor-aides were given an intensive one week in-service training course on the administration and scoring of tests to measure mental ability, achievement, visual and motor coordination, and personality assessment. The tests were typically screening tests, rather than tests requiring clinical training.

The aides were trained in the methodologies of behavioral modifications and intervention planning and became the third team member of the triad of teacher, counselor and counselor-aide.

PROJECT OBJECTIVES: The primary objectives of the project will be to: (1) Develop a model for training counselor aides; (2) Train the counselor aides to administer screening tests and conduct small group discussions with students; (3) Prepare a training manual by the end of the project year; and (4) Develop audio and ETV tapes and training materials to accompany the training manual.

EVALUATION DESIGN: Program objectives will be measured by actual performance of the counselor-aides. Training seminar leaders will be evaluated by all members participating in the in-service training sessions.

REQUIREMENTS FOR SUCCESS: The counselor-aides selected for the project will be seven male college students who will function as aides for 20 hours a week. The project's primary aim is to provide continuous in-service training during the project year.

A total of ten in-service programs will take place during off-duty hours. The cost for trainees and participants will be approximately $2,800.00. The remaining funds, approximately $9,000.00, will be used to pay supplementary personnel.

PROJECT OUTCOMES: The major product outcome will be: (1) A manual for training counselor-aides; (2) Audio and visual tapes to accompany the training manual; and (3) A counselor-aide diagnostic handbook.

CONTACT INFORMATION: Mr. Lew McCain, Project Director
P. O. Box 247
Glendale, Arizona 85311
Telephone: (602) 939-6591

19

TITLE OF PROGRAM/PROJECT: Patterns in Living and Learning

LOCATION OF PROJECT: Flowing Wells Elementary District, Tucson, Arizona

PROJECT NUMBER: 010-008-12-73-0048-1

GRADES AFFECTED: First Grade

PROJECT DIRECTORS: Janis Smith; Cleo Scheyli

LENGTH OF PROJECT: November 1, 1973 – June 30, 1974

TARGET POPULATION: The target population of this proposal is a double first year classroom in an urban school district.

NEEDS SITUATION: Locally, it was found children were scoring low compared to their scores in other areas, in sections of achievement tests related to reasoning (math), and comprehension (reading). Low scores in these areas could be due in part to inadequate thinking skills. It was discovered that these local needs reflect a national need for teaching broad strategies for creative thought with emphasis on the processes exemplified in logical operations.

GENERAL APPROACH: This project will meet these needs by (1) constructing a simple model for thinking skills which is generalizable, (2) developing instructional model methodology and accompanying materials, and (3) developing assessment procedures applicable to the model.

PROGRAM DESCRIPTION: The project thinking skills model consists of four levels: Level I, Recognizing Patterns; Level II, Discovering Common Elements; Level III, Sequencing and Predicting; Level IV, Creating and Manipulating.

Objectives and accompanying criterion-referenced tests for each phase of the model within each curriculum area to be emphasized are being developed. Instructional procedures that are developed will be implemented into the classroom using the team teaching, learning center approach, working mainly with individuals and small groups.

PROJECT OBJECTIVES: The goal of this project is to improve children's thinking skills by developing their ability to discover and create patterns.

EVALUATION DESIGN: To determine the effectiveness of this project, two types of evaluation are needed. The criterion-referenced measures will determine the placement of the student within the thinking skills model and prescribe the next instructional situation. It will also determine the effectiveness of the instructional procedures within the model.

However, to assure that this development does not take place naturally at the same rate without specific instructional design, a second type of evaluation is needed.

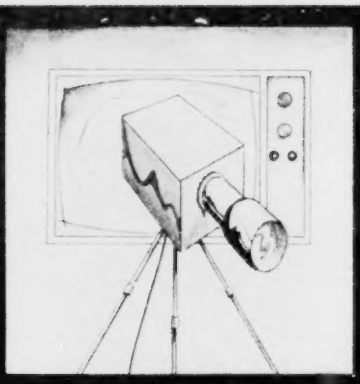
Experimental and control groups will be formed within the district. These *students will be given pre-* and post-measures on *Raven's Progressive Matrices*, a non-verbal assessment of I.Q. This measure will be used to determine if the groups formed were, in fact, equal. Post-tests on this measure and analysis will determine if gains were made in I.Q.

REQUIREMENTS FOR SUCCESS: It is hoped that when this project is fully developed, it could be implemented in a classroom by a change in emphasis and reorganization of materials already available to most teachers.

PROJECT OUTCOMES: The first project year is primarily one of planning, limited implementation, and evaluation.

CONTACT INFORMATION:

Janis Smith, Project Director
Cleo Scheyli, Project Director
Flowing Wells Elementary Schools
3302 North Flowing Wells Road
Tucson, Arizona 85705
Telephone: (602) 887-1100



TITLE OF PROGRAM/PROJECT: Innovative Video Teaching Tapes

LOCATION OF PROJECT: Sahuaro High School, Tucson, Arizona

PROJECT NUMBER: 10-001-12-72-0045-2

GRADES AFFECTED: 9 – 12

PROJECT DIRECTOR: Dr. Robert E. Hoehn

LENGTH OF PROJECT: July 1, 1972 - June 30, 1975

TARGET POPULATION: All freshman, sophomore, junior, and some senior classes will view project tapes. Approximately 2,070 students will be viewing tapes.

NEEDS SITUATION: Recent research in the field indicates that television can be a powerful tool in forming attitudes and ideas in children. Student ingenuity is an untapped resource for educational television ideas. Much of what students see is programming by adults featuring adults. Students want to have a hand in the programming and to see students on the screen rather than adults.

GENERAL APPROACH: During the summer of 1973, students and teachers worked together to generate ideas and write scripts for 15 English TV programs. Beginning in September, two production classes began training in the use of the equipment. Each production class is given a tape to produce. To date, one-third of the video tapes are finished or near-finished. As the tapes are completed, they, along with those completed last year, are played back to the English classes. Each time a tape is played, the students provide written feedback regarding the tape.

PROGRAM DESCRIPTION: The summer workshop of 1973 consisted of three weeks with five teachers and six students designing and writing the scripts for 15 video tapes. The workshop was most successful with the completion or near-completion of 16 scripts. With the beginning of school, training of two studio crews was completed in two weeks. Video tape production began at that point using student directors and actors. Feedback sheets are received from each student upon viewing of production tapes, whether they be this year's tape or last. This feedback is analyzed by the evaluator and fed back to the teacher and project director. Students in the production classes are gaining more and more insight into television production, both good and bad. The students are continually critiquing their own work as well as that which comes over the network.

PROJECT OBJECTIVES: The 1973-74 ninth grade students will exhibit higher cognitive achievement scores in English composition and fiction than last year's students.

The 1973-74 ninth grade students at Sahuaro will show increased (10%) positive responses toward selected English content.

Project staff (director, teachers, students) will produce (develop) approximately 15 video tapes designed to reinforce the English program.

EVALUATION DESIGN: The evaluation of the project is dependent upon: (1) An opinionaire given to both students and teachers; (2) A feedback questionnaire after each tape; (3) An attitude inventory to determine a change in attitude of the students toward English content.

22

REQUIREMENTS FOR SUCCESS: The success of this project lies primarily in obtaining skilled personnel in the area of television production and directing. In addition, there is the initial capital expenditure for a television taping studio.

PROJECT OUTCOMES: Because of the institution of a television project at Sahuaro High School, the following additional projects are now in some state of activity:

1. A TV manual for high schools
2. A social studies project concerning city government in conjunction with the City of Tucson
3. Individualized student projects
4. Broadcast video tape production in cooperation with the University of Arizona.

CONTACT INFORMATION:

Dr. Robert E. Hoehn
Sahuaro High School
545 Camino Seco
Tucson, Arizona 85710
Telephone: (602) 296-3201

Life

TITLE OF PROGRAM/PROJECT: Life in Flagstaff's Environment

LOCATION OF PROJECT: Flagstaff, Arizona

PROJECT NUMBER: 003-001-12-73-0046-1

GRADES AFFECTED: All Sixth Grade Students

PROJECT DIRECTOR: Mr. A. G. Mabry

LENGTH OF PROJECT: July 1, 1973 to June 30, 1977

TARGET POPULATION: The target group will be all sixth graders within district boundaries including a university elementary school and two parochial schools totaling 679 students.

NEEDS SITUATION: Within an hour's drive of Flagstaff are several unique natural and historical sites. These include the Grand Canyon, Indian ruins, Indian tribes, Lowell Observatory, and a U.S. Geological Survey research center. Environmental enhancement and education necessitate widespread community support and a high priority effort by the schools. The focus of this project is to coordinate the community resources with the environmental curriculum studies and a one-week outdoor camp/laboratory experience.

GENERAL APPROACH: Community and project planners have identified the following priorities:

1. Students must be given the background and understanding necessary to encourage them to protect and maintain the atmosphere, environmental and historical resources of this area.

2. An outdoor laboratory experience will enrich the program of environmental studies designed to promote understanding and appreciation of the natural and historical environment of Flagstaff.

PROGRAM DESCRIPTION: The project will plan and conduct in-service workshop for all sixth grade teachers and other personnel involved in classroom component of the project. The project will be presented in two phases of classroom instruction covering the following units:

Life Needs and Processes of Organisms
Food Chains
Growth and Development of Organisms
Environmental Factors
Factors Affecting Population Sizes
The Biotic Potential of a Population
Adaptations of Organisms to their Environment
Environmental Quality
Effects of Water, Wind, and Weather – Erosion
Properties and Identification of Minerals/Rocks

The second phase of the classroom component will cover the following units:

Man and His Ability to Change His Environment
Conservation of Natural Resources
Wildlife and Forest Management
Soil and Land Management
Air Quality

24

Effects of Indian Cultures on Our Environment
Effects of Modern Influences on Our Environment

Field trips, tours, and guest speakers will be coordinated with classroom activities.

PROJECT OBJECTIVES: Seventy-five percent of Flagstaff's sixth grade students will show a 25 percent gain during second semester, 1975, in knowledge of the natural and historical environment of the surrounding area, as evidenced by pre/post district-developed achievement tests.

EVALUATION DESIGN: An achievement test will be developed by teachers and project personnel to measure understanding of information covered by the curriculum units in the classroom and at camp.

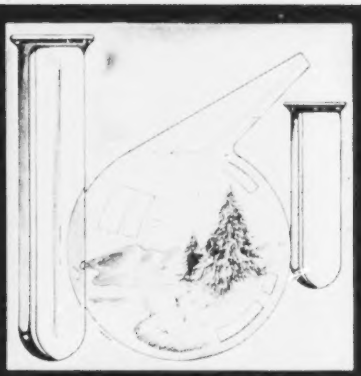
Achievement test will be administered on a pre/post basis by classroom teachers.

Test results will be compiled by project director with the assistance of consultant, and project evaluation will be written. Subjective evaluations of participating teachers will be compiled and analyzed. Student reactions to the program will also be solicited and included in the evaluation.

REQUIREMENTS FOR SUCCESS: The major requirement for success of this project is the availability of a camp facility for student use and the support and coordination of community resources in developing outdoor lab field experiences for students.

PROJECT OUTCOMES: It is anticipated that students will have a greater understanding of the natural and historical environment of Northern Arizona.

CONTACT INFORMATION: Mr. A. G. Mabry
2701 North Izabel
Flagstaff, Arizona 86001 Telephone: (602) 744-8726



TITLE OF PROGRAM/PROJECT: Outdoor Laboratory and Community Nature Center

LOCATION OF PROJECT: Prescott, Arizona

PROJECT NUMBER: 013-001-12-75-0059-0

GRADES AFFECTED: Kindergarten through Grade 12

PROJECT DIRECTOR: Dr. James Sawin

LENGTH OF PROJECT: July 1, 1974 – June 30, 1975

TARGET POPULATION: Student population grades K through 12 in the Prescott Public Schools; grades K through 8 at Sacred Heart School, and adjoining school districts in the county.

NEEDS SITUATION: Prescott Public Schools have an unusual opportunity in planning and developing a new junior high school which will encompass an Outdoor Laboratory and Community Nature Center on a 64-acre site recently purchased by the district.

The people of the community and the adjoining area have no ready access now to the educational, cultural, and recreational opportunities that this project will afford them.

GENERAL APPROACH: Groups and individuals in Prescott served by the Outdoor Center will participate in one or more components of the program. The planning activities will be implemented in September, 1974, and will include the development of the site as well as preparation of study guides and materials for use by schools and the community.

The project will develop new methods of instruction in a type of laboratory that is new—at least in Arizona—and new approaches to teaching conservation to adults as well as school children.

PROGRAM DESCRIPTION: Plans for a number of nature areas will be developed in the first year of this project. (1) A school garden area for bulbs and flowers; this would fit in with the beautification component of the project. Students would learn how to prepare soil for planting, how to select varieties suitable for this area and how to plant and care for the growth of plants. (2) A vegetable and crop area. (3) A nursery where a rooting bed could easily be made and cuttings of most shrubs would be rooted. (4) Wild flower area. (5) Wild life area. (6) Perhaps a fish pond and turtle pit. (7) A weather station. Regular rainfall and other data could be made available to the schools. A barometer with maximum and minimum temperature and rainfall guage could be included in this. (8) The other area would be a greenhouse adjacent to the nursery. The greenhouse should be a three-chamber type. One chamber would include tropical plants, one arid plants, and the other common household plants and plants to be transferred to planting areas at a later time.

PROJECT OBJECTIVES: The general goal is the development of plans for an Outdoor Laboratory and Nature Center for use of the schools and the community.

The objectives of the project center around the development of plans for this proposed facility. As this is a planning grant in its first year of operation, the project director would work extensively with the community and available resources to develop comprehensive plans for the site.

EVALUATION DESIGN: Evaluation of the project will center around the endorsement of the community to follow through the development of this area once the plans have been completed during this initial planning year of 1974-75. The project will be considered successful if a comprehensive plan is made for the development of this acreage for the outdoor laboratory.

26

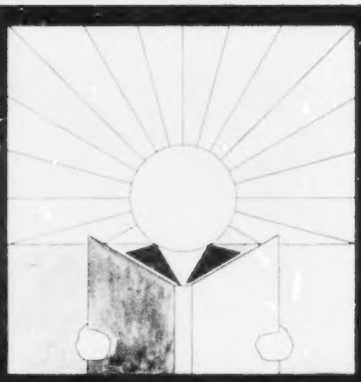
REQUIREMENTS FOR SUCCESS: In this planning grant we plan to add a half-time project director who will work with the community and staff in planning and eliciting support for the outdoor laboratory. Other requirements involve consultants, such as: architectural landscapers, college people from the Department or College of Agriculture, nurserymen, etc.

PROJECT OUTCOMES: As the outdoor laboratory becomes a reality, we feel another tool for the improvement of the instructional program will be available to the community. Through the teachers using the outdoor laboratory, students and community groups will have an opportunity to directly relate learning to something very tangible.

CONTACT INFORMATION:

Mr Henry Dahlberg
P. O. Box 1231
Prescott, AZ 86301
Telephone: (602) 445-5400

27



TITLE OF PROGRAM/PROJECT: Innovative Program for the Gifted and Talented

LOCATION OF PROJECT: Kyrene School District No. 28, Tempe, Arizona

PROJECT NUMBER: 007-028-12-75-0058-0

GRADES AFFECTED: K – 8

PROJECT DIRECTOR: Dr. Ben Furlong, Superintendent

LENGTH OF PROJECT: July 1, 1974 to June 30, 1977

TARGET POPULATION: Fifteen gifted and talented students in grades K-8.

NEEDS SITUATION: Legislation in Arizona is bringing about rather sweeping changes in special education programs by 1976. Programs for the gifted have been omitted from this legislation. The purpose of this project is to focus on this great natural resource, the unique gifts of pre-adolescents in the Kyrene school. There is a concern for gifted students as defined by experts in education. In the legislation, gifted children are defined as comprising 3% of the population. However, there is a concern that all children have unique gifts which need to be developed.

GENERAL APPROACH: Levels of learning in the areas of giftedness' cognitive skills, creativity, human relations (self-concept and self-directive abilities), and verbal and written communication will be identified. Psychomotor, cognitive, and affective domains will be included in each area. Minimal performance materials will be identified and a performance test profile for each student maintained.

General performance objectives will be written for each area above and crucial concepts identified. Intelligence and achievement tests, as well as creative, personality, and talent tests, will be the basis of pre-evaluation, progress reports, and summation (post-tests) evaluation.

PROGRAM DESCRIPTION: Learners will be expected to work with facilitators in establishing self-initiated projects either as individuals or in small groups. A variety of teaching methods and materials for individual students will be devised. Any necessary textbooks, reference books, tapes, independent study units, programmed texts, games, models, equipment, skill kits, and teaching machines which will enhance the program will be supplied. Moving from traditional learning of topics to interested related concepts for students' diversity and originality will be stressed as learners: (1) Identify their own talents, interests, and notions; (2) Transform those into genuine purposes in various organizing centers which are broad enough to encourage cross-discipline exploration; (3) Establish a time-line for completion of their activities; (4) Develop self-evaluation designs with which to rate their own programs; and (5) Develop skill to communicate and/or teach their conclusions to others.

Both formal and informal contact with the staff will occur with small or large group activity, one-to-one experience counseling sessions, mini lectures, group seminar, conferences, role playing, demonstrations, and construction which introduces various learning experiences.

The staff, through articulation meetings, workshops, and seminars will re-orient their attitudes toward diversity by: (1) Developing understanding of themselves and their teaching in relation to creativity, giftedness, talent development, and human relations techniques; (2) Developing mini instructional units wherein adult resources function as co-designer assisters in regular Kyrene sixth, seventh, and eighth grade classrooms; and (3) Develop skills to direct students in establishing genuine purposes, setting up activities to fulfill those purposes, and evaluating their experiential learnings.

PROGRAM OBJECTIVES: Allowed ten months planning time, the coordinator and curriculum writer shall formulate an exemplar and basic curriculum for the development of individual uniqueness in identified gifted children.

Allowed ten months planning time, the coordinator and curriculum writer will implement the exemplar for beginning a program for the identified gifted children.

EVALUATION DESIGN: The general program evaluation for gifted and talented will include:

1. Student participants' self-performance objectives and evaluations
2. Reaction reports from teachers which include attitude scales, questionnaires, and progress reports, plus initiated classroom activities
3. Student pre- post-testing on achievement, intelligence, creativity, cognitive skills, personality, interpersonal relations, and talent, with assorted assessment measures
4. Student participants' pre- post-attitude scale and questionnaire evaluating program
5. Parents of participants pre- post-testing attitude scale and questionnaire evaluating program
6. Analysis of group variables and student progress as recorded in longitudinal records
7. Systematic analysis of teacher-student and student-student interaction and comparison based on predetermined goals
8. Dimensionality evaluation that is a detailed statement of specific knowledge, skills, habits, and attitudes expected to result from the program; program results will then be compared to identified gifted and talented not in the program.

REQUIREMENTS FOR SUCCESS: All appropriate available human resources shall be involved: other certified staff members; high school certified staff members; community and industry persons; and university human resources whenever available and appropriate.

PROJECT OUTCOMES: To develop an innovative program for the gifted and talented which may serve as an exemplary program for Arizona students in grades K-8.

CONTACT INFORMATION: Mrs. Klonda Ball
Route 2, Box 490
Tempe, Arizona 85284 Telephone: (602) 839-2731

TITLE OF PROGRAM/PROJECT: The Riverside School Family Cardiovascular Risk Factor Screening Intervention Project

LOCATION OF PROJECT: Riverside School District, Phoenix, Arizona

PROJECT NUMBER: 007-002-12-75-0055-0

GRADES AFFECTED: K – 8

PROJECT DIRECTOR: Frank Komadina, Superintendent

LENGTH OF PROJECT: July 1, 1974 to July 1, 1977

TARGET POPULATION: The Riverside School District elementary school children, their families, and teachers.

NEEDS SITUATION: In the United States, arteriosclerosis (hardening of the arteries) is the major cause of morbidity and mortality. This disease process accounts for approximately 50 percent of the total mortality in the country. There are five alterable risk factors associated with this disease process, mainly, elevated serum cholesterol levels, high blood pressure, cigarette smoking, obesity, and sedentary living. The etiology of this disease process is thought to be multi-factorial. Each of these risk factors may have their inception in the pediatric age group, and thus, since the disease process (as well as the developing risk factors) begin in childhood, it would appear that intervention should begin in this age group. Priority will be to define children as well as parents at even modest as well as high risk, and help them to reduce these risks, first through motivation, and then through education.

GENERAL APPROACH: A Steering Committee comprised of representatives from the Arizona Department of Education, Arizona Department of Health Services, Dairy Council of Arizona, Dow Chemical Company, private practicing pediatricians, Riverside School District, and the University of Arizona College of Medicine has designed the procedures for this project. In order to demonstrate that the Riverside School was not significantly different from national study populations, a small pilot study was performed on one third-grade class in Riverside School. Cholesterol and blood pressure measurements were performed by the school nurse. Of 12 children examined, six (or 50%) had higher than desirable cholesterol levels.

PROGRAM DESCRIPTION: Screening for the five cardiovascular risk factors (serum cholesterol levels, hypertension, cigarette smoking, obesity, and sedentary living) will be completed on 300 families in Riverside School to demonstrate the prevalence of the cardiovascular disease risk. The screening procedures will be completed by the school nurse; and, the health and nutritional education models will be designed by the full-time coordinator employed by project funds to develop educational models for the teachers, children, and the parents.

PROJECT OBJECTIVES: The general goal of this project is to reduce the cardiovascular risk factors of school children and their families through an educational process.

1. During the 1974-75 academic years, five cardiovascular risk factors in families will be reduced by ten percent through an individual medical screening and educational program as evidenced by initial and follow-up medical and educational assessment.

2. During the 1974-75 academic year, an instructional program will be piloted for students and parents of grades K-8. The program will also equip teachers to instruct students in the development of a health maintenance plan for themselves and their families.

EVALUATION DESIGN: The prevalence of the five cardiovascular risk factors will be documented in 300 families. Individual charts related to the medical tests will be reviewed with the parents by the coordinator. Criteria for the comparative review of the pre-and post-tests will be designed by the Steering Committee for assessment of results. Changes in elevated serum cholesterols and eating patterns will be reco.ded along with changes in blood pressures. Changes in smoking patterns will be documented. Changes in physical fitness will be recorded. In the educational model, the teacher will be able to prepare an individual lesson plan in nutrition and health which incorporates the four main components of the instructional unit, and identify metho's of reducing the incidence of the five risk factors. Each student's individual screening report will be evaluated in terms of the student's ability to synthesize data collected and to assess specified factors which interrelate to influence the status of his own risk factors.

REQUIREMENTS FOR SUCCESS: The success of the project essentially hinges on the support by parents and recognition by the community of the cardiovascular risk factors. In addition, the implementation of the project requires proper technical personnel and medical supplies and equipment. Equipment for this project will be blood pressure apparatus, centrifuge, and scales.

PROJECT OUTCOMES: The students will become aware of their own health status and will be able to influence their status, particularly in the area of cardiovascular risk factors. The students will be able to express awareness of health problems and the various intricacies involved in solving community health problems. The impact of the total school program will be a greater understanding of health, nutrition, and cardiovascular problems in the country and in the school district. The effects on the community will be far-reaching. This program is intended as a pilot cardiovascular risk factor screening and educational model that would be adaptable to all school districts in the State of Arizona.

CONTACT INFORMATION: Mr. Frank Komadina, Superintendent
Riverside School District
P. O. Box 468
Phoenix, Arizona 85031 Phone: (602) 272-1339

TITLE OF PROGRAM/PROJECT: Arizona Consortium for Individualized Learning (ACIL)

LOCATION OF PROJECT: Arizona (selected sites)

PROJECT NUMBER: 07-048-12-73-053-1

GRADES AFFECTED: Kindergarten through 6th Grade

PROJECT DIRECTOR: Dr. L. Leon Webb

LENGTH OF PROJECT: August, 1973 to June 30, 1976

TARGET POPULATION: The present target population for the Arizona Consortium for Individualized Learning Project involves 17 school districts spread throughout the state. Eight school districts are located in the Phoenix Valley area, representing approximately 6,000 students. Three school districts are located in outlying areas representing approximately 26,000 students.

NEEDS SITUATION: The ACIL program has been implemented in the State of Arizona to provide an educational program based on a broad consensus of identifiable educational needs with the State of Arizona. The Arizona State Department of Education conducted a need assessment of the entire state during the 1972-73 school year. The two major areas of need, identified in this need assessment, were mathematics and reading. The ACIL program has targeted its in-service and implementation toward meeting the needs of participant districts in the mathematics and reading areas.

GENERAL APPROACH: The ACIL program is modeled after a Utah Title III Project, the Systems Approach to Individualized Learning (U-SAIL), a program which has been in successful operation for the past six years. Modifications of the U-SAIL program have been made to meet Arizona needs.

ACIL utilizes a systematic approach to education which focuses on establishing a learning environment to meet the individual needs of K-6 students, primarily in mathematics and reading.

With school designed as a place for learning, the ACIL program emphasis is on the basic skill areas: reading, writing, and arithmetic. Consequently, the main objectives of this project are to implement an individualized system with focus on the basic skills areas to have at least 75 percent of the students in the project respond favorably to the individualized instructional environment installed in the elementary schools representing the eight participating districts in Arizona, and to establish a long-range plan for implementation of an individualized instruction system at other sites in Arizona by June 30, 1974.

ACIL defines individualization of instruction as "providing the most nearly appropriate task possible for each learner, given a specific teacher and the resources available to him at a specific time." To create this individualized environment, children and a caring teacher are the most important ingredients. An individualized environment is seen as one in which the needs of everyone involved are considered; children, teachers, administrators and parents are all viewed as important to the effort. ACIL in-service programs are geared toward promoting this attitude and helping teachers and administrators learn HOW to establish an individualized learning environment in their schools and classrooms.

PROGRAM DESCRIPTION: During the 1973-74 school year, the ACIL program is responsible for in-servicing teachers and administrators in *HOW TO* individualize learning in their classrooms and schools.

During the 1973-74 school year, major emphasis is being placed on in-service education for participating districts. A master schedule of in-service seminars has been established, including re-orientation activities for key district administrators, principals, teachers, school implementors, and other cadre members.

Principals are taught the various aspects of implementation which have been found to be successful in establishing an individualized learning program.

In-service emphasis for teachers is on showing participants practical ways to plan; flexibly use space, time, and resources; appropriate use of classroom curriculum materials; the use of classroom management techniques such as the development and use of retrieval systems, commitment sheets, conferencing with students, teachers, and parents; and, using effective teaching techniques and learner strategies.

Curriculum materials, developed by U-SAIL and used in the ACIL project, are seen only as a resource for use by the teacher, and definitely as only one aspect necessary for meeting the individual needs of children.

Through a process of gradual refinement, the U-SAIL project has developed a personalized in-service program which helps administrators and teachers gain in-depth understanding concerning "HOW TO" individualize instruction. A modification of this in-service program is used in the ACIL project. One might call these steps or procedures the PROCESS.

In summary, the establishment of an individualized environment would include the integration of:

1. Planning a long-range, realistic approach to the implementation of an individualized environment in each teacher's classroom.

2. Establishing and maintaining a humane environment where each child is accepted and valued as a worthwhile individual and where teachers care for each student. Students should also be taught to care for and value other individuals. Provisions should be made to allow the student to make responsible, independent decisions on part of his/her learning experiences.

3. Using a retrieval system which would: (a) Allow efficient and effective location and retrieval of materials and resources; and (b) Provide an efficient means of keeping track of individual student progress, which students, parents, teachers, and administrators could use.

4. Teaching for concept mastery where the teacher works with groups of students (of appropriate size for the activity used) to help them master specific concepts or ideas which have been identified as concepts or idea areas in which these students need more understanding.

5. Rearranging space (when and where necessary) to allow ease of regrouping, and traffic patterns conducive to efficient and effective classroom management.

6. Using time flexibly for different grouping patterns and different learning activities.

7. Making available materials which allow large group, small group, and independent activities, as needed, in the learning process of specific students.

8. Using a variety of interest centers which allow students the opportunity to develop responsibility and independence, as well as to learn and master specific concepts or ideas.

9. Using formal conferencing with each student to insure appropriate diagnosis of needs and proper prescription of learning activities.

10. Use of commitment sheets, where appropriate, to allow students, under the supervision of the teacher, the opportunity to make commitments for learning, thus giving the student the opportunity to develop responsible behavior by his planning and selecting of learning activities for an appropriate time period.

11. Grouping students flexibly to allow the teacher the opportunity to work with all students, a small group of students, or an individual student. Provisions for flexible grouping should also allow students to work with other students in small groups or in independent learning activities.

12. Providing short sessions of daily drill to insure mastery of specific concepts or ideas.

PROJECT OBJECTIVES: Adopt and implement in elementary schools, in eight districts in Arizona, an individualized system with focus on the basic skills.

Develop a long-range strategy for implementation of the individualized instruction system at other sites in Arizona.

By June 30, 1974, at least 75 percent of the students in the project will respond favorably to the individualized instructional environment, as indicated by scores on the Student Attitude and Activity Survey (SAAS).

EVALUATION DESIGN: Evaluation of the ACIL program during the first year will be in terms of the degree to which an environment conducive to individualized learning has been established. No specific data regarding student learning *and academic* growth will be gathered. This will be measured during future years of the project, beginning next year. U-SAIL data indicates that for participating schools, students do as well academically, and in most cases better, than similar students in non-participating schools.

REQUIREMENTS FOR SUCCESS: The first year cost of the program also includes six to eight dollars per student for curriculum materials which are considered to last a minimum of three years. There is no additional equipment essential for implementation of this program. The supplementary personnel in the form of school implementors which are used to assist the principal and teacher for implementing the program have proven to be very effective. The school implementors provide follow-up services to teachers and administrators after the inservice programs to answer questions and to deal with the detail necessary for actually implementing the program in the classroom.

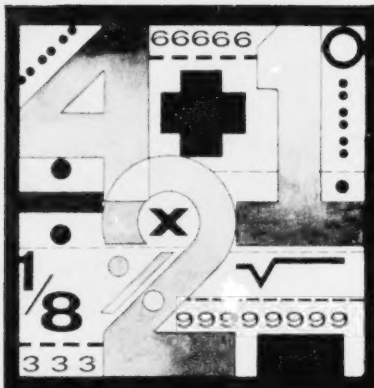
In all honesty, the only requirement for success for this program is that those who participate "try to implement the program as outlined."

PROJECT OUTCOMES: During the first year of the project, each participating teacher is expected to establish an individualized environment in his/her classroom. This environment would include the use of retrieval systems, interest centers, a humane environment, commitment sheets, and conferencing, etc. Expected student outcomes include: (1) A more positive attitude toward himself and others; (2) Greater responsible citizenship; (3) Increased ability to perform independently; (4) Greater concept competence in the target curriculum area; (5) A greater sense of dignity and worth for himself and for other human beings; and (6) A more positive self-esteem. In short, ACIL expects the learner to become a knowing, caring, social person who knows "how to learn," and "how to use what he knows!"

CONTACT INFORMATION:

Dr. L. Leon Webb
Arizona Consortium for Individualized Learning
4643 East Thomas Road
Phoenix, Arizona 85014 Telephone: (602) 959-6710

34



TITLE OF PROGRAM/PROJECT: Mathematics Accountability Model

LOCATION OF PROJECT: Phoenix Union High School System, Trevor Browne High School

PROJECT NUMBER: 007-210-12-73-005-1

GRADES AFFECTED: Ninth Grade

PROJECT DIRECTOR: Norbert Konzal

LENGTH OF PROJECT: October 1, 1973 – September 30, 1976

TARGET POPULATION: Four hundred and fifty ninth grade boys and girls at Trevor Browne High School in Phoenix comprise the Mathematics Accountability Model students.

NEEDS SITUATION: The Arizona Legislature has mandated minimal performance standards in mathematics for high school graduation by 1975. Well-articulated provisions must be made for student performance objectives which can be measured objectively and communicated to the community in understandable terms. Methods of evaluating the performance objectives which leave no doubt as to whether the objectives were attained must be developed.

GENERAL APPROACH: Levels of learning in general mathematics have been identified. Performance objectives have been written for all general mathematics concepts. Minimal performance standards in mathematics for high school graduation are identified. Learning takes place through the use of a variety of activities, teaching methods, and instructional materials designed for meeting individual student needs and learning styles. Mastery of objectives is determined by demonstrated competency and understanding of mathematical concepts and by criterion-referenced tests for formative evaluation (pre- and progress tests) and summative evaluation (post-tests).

PROGRAM DESCRIPTION: Small group instruction, large group instruction, one-to-one instruction and counseling sessions, short lectures, seminar groups, conferences, role playing, and student demonstrations and construction projects provide for differences in learning styles. A modified team teaching approach provides opportunities for more meaningful teacher-student, student-student, and student-resource interaction. A large variety of learning activities and materials is referenced to all performance objectives to provide for alternate learning experiences for all students approaching each mathematical concept.

PROJECT OBJECTIVES: The purpose of this project is to formulate and implement an accountability model and training component which will be applicable to all school systems in the State of Arizona.

EVALUATION DESIGN: Performance objectives have been written for all general mathematics concepts which have been divided and designated Group I, Group II, and Group III. Mastery of objectives is determined by demonstrated competency and understanding of mathematical concepts in various activities and by criterion-referenced tests for formative evaluation (pre- and progress) and summative evaluation (post-tests). Achievement gains will be computed on the basis of pre- and post-test results and will be compared with those of at least two control groups.

REQUIREMENTS FOR SUCCESS: Teachers who are capable, creative, dedicated, and sensitive to the needs of the students. In-service workshops provide training for teachers in continuous progress, performance-based instruction.

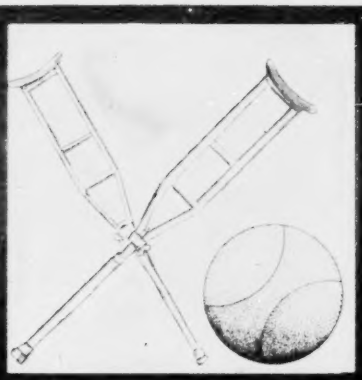
The Accountability Model is housed in a 3,400 square-foot Mathematics Learning Center which contains carrels, tables, various kinds of equipment and resource materials which can be used by students at any period of the day. A card catalog of resource materials enables students to select the media which they will use for any learning project.

PROJECT OUTCOMES: The end product will be a self-corrective model which provides a truly viable accountability system which can be replicated or adapted to any classroom or laboratory situation in any high school in the State of Arizona.

CONTACT INFORMATION:

Mrs. Charlene Hicks, Project Coordinator
Mathematics Accountability Model
Phoenix Union High School System
2526 West Osborn Road
Phoenix, Arizona 85017
Telephone: (602) 258-8771

36



TITLE OF PROGRAM/PROJECT: Adaptive Physical Education Model

LOCATION OF PROJECT: Phoenix Union High School District No. 210, Phoenix, Arizona

PROJECT NUMBER: 007-210-12-75-0060-0

GRADES AFFECTED: 9 – 12 (West Phoenix High School)

PROJECT DIRECTOR: Norbert Konzal

LENGTH OF PROJECT: July 1, 1974 to June 30, 1977

TARGET POPULATION: The target population consists of approximately 2,480 pupils in grades 9 through 12, and the teachers and administrators involved with development of the program. The student population is multi-ethnic, with approximately 3% Black American, 1% American Indian, 1% Oriental, 8% Spanish, 85% Caucasian, and 1% other. This does not include the elementary feeder schools which will be an integral part of the selection and class assignment for this project.

NEEDS SITUATION: There is a critical need for physical education for the mentally and physically handicapped students in the State of Arizona who are orthopedically handicapped, hearing impaired, visually impaired, mentally retarded, speech defective, emotionally disturbed, and those having similar health limitations.

GENERAL APPROACH: The project will concentrate on developing a program to treat all students with comparable "participation opportunities" in physical education to help them find their place in society through the developmental approach. These students will have an opportunity to achieve some successful daily experiences to sequentially build on which could provide motivation for further achievement and additional successes. Ultimately, these students could accomplish objectives in physical education comparable to those of the non-handicapped physical education student. The project will be developed and implemented as a model adaptive physical education program for other high schools in the State of Arizona.

PROGRAM DESCRIPTION: West Phoenix High School will be the site for the Planning Staff operation, consisting of a coordinator, two staff members, one clerical person, and the boys' and girls' physical education department chairmen, who will be under the general direction of the Project Manager. Program planning will reflect establishment of a philosophy and affective objectives as an umbrella under which individualized performance objectives and development or identification of criterion-referenced tests shall be written for each category, along with procedures for identification, selection, and placement of students within the program as defined by the State of Arizona Department of Education 1973-1974 *Administrator's Guide*.

Minimal individual performance will be designed for each category for each student. At the completion of each semester of class participation, each student will be expected to perform 80% of the minimal performances for that particular category. Learning will take place through the use of a variety of teaching methods and materials designed for meeting individual student needs and learning styles. These activities will include but not be limited to movement exercise; rhythmic exercise; aquatic exercise; calisthenics; individual, dual, and team games and/or modified games. Instruction will include large group, one-to-one, team teaching, and team participation.

Each adaptive physical education student will be assigned to an advanced physical education student to serve as a tutorial aide for the entire semester during the implementation year (1975-76).

PROJECT OBJECTIVES: (a) Develop a model adaptive physical education program with emphasis on developmental physical education through individualized instruction. (b) Implement the method of identification, screening, and registration phase of the model adaptive physical education program. (c) Prepare materials for an evaluation of the model adaptive physical education program.

EVALUATION DESIGN: The project will be evaluated by pre- and post-test treatment comparison of the minimal performances identified for each category. Criterion-referenced tests for performance evaluation, pre- and progress and formative evaluation post-tests will determine mastery of minimal performance objectives for each student in each category. Student health record, medical record, parent permission letter, student permanent record folder, elementary school referral letter and other counseling records will be used to determine a student's category and individualized performance objectives.

REQUIREMENTS FOR SUCCESS: The primary keys to success or failure of the program in achieving the objectives are: (a) Coordination and integration in use of the facilities with the regular physical education program in such a way that it offers maximum opportunities to the adaptive physical education student; and (b) Selection and in-service training of teachers whose behavior and response to the physically and mentally handicapped student will be such that the program can be truly individualized.

PROJECT OUTCOME: If the project is successful in achieving its objectives, it will have a statewide impact for improving physical education programs at the secondary school level. Specifically, it will provide positive experiences to assist the pupil in preparing for "life-long" mental, emotional, physical, and social adjustments in society. Research indicates that it will further assist these less fortunate students–especially the mentally handicapped–in becoming better academic achievers.

CONTACT INFORMATION: Mr. Edwin Long, Project Manager
Phoenix Union High School District
2526 West Osborn Road
Phoenix, AZ 85017
Telephone: (602) 258-8771

TITLE OF PROGRAM/PROJECT: "EMH Project Experience for Career Awareness"

LOCATION OF PROJECT: Litchfield Elementary School District No. 79

PROJECT NUMBER: 07-079-12-72-0039-1

GRADES AFFECTED: Grades 1 – 8 in Special Education in Rural Setting

PROJECT DIRECTOR: Dr. Charles Medieros

LENGTH OF PROJECT: July 1, 1973 to June 30, 1976

TARGET POPULATION: Educable mentally handicapped children with a career-based educational program.

NEEDS SITUATION: The Special Education student, by comparison to all other students, is not only disadvantaged in terms of his capacity to profit from meaningful educational experiences, but is often the student most susceptible to early educational termination simply because he no longer finds meaningful experiences. These students need to be provided with specialized programs aimed at comprehensively developing their abilities.

GENERAL APPROACH: The general approach to the amelioration of the handicapped student is through Career Awareness, bolstered by basic skills development.

The EMH student works in a self-contained classroom with a Special Education teacher and aide.

The LD student receives counseling and remediation of disability through a resource center with a specially-trained teacher.

PROGRAM DESCRIPTION: (1) Project students will participate in job simulation activities in their classrooms. Simulations will include getting advance information about jobs to be observed on field trips, completing job assignments in a simulated job situation model, and participating in field trip follow-up discussions. They will learn to apply basic skills information to job-related situations, such as arithmetic (totalling a customer's order), reading (shipping documents), and writing (letters to field trip site). (2) Project students and staff will make field trips to service-career sites.

PROJECT OBJECTIVES: (1) Seventy-five percent of the project target population will show a ½ grade level growth in reading. (2) The project staff will develop four implementable service-career education units. (3) Project students will participate in the developed service-career education units. (4) Project staff will develop a plan for the future development and implementation of subsequent service-career education units to be designed and implemented in future phases of the project.

EVALUATION DESIGN: Instruments are to be developed and coupled with selected criterion-referenced and standardized tests for pre- post-testing and program evaluation.

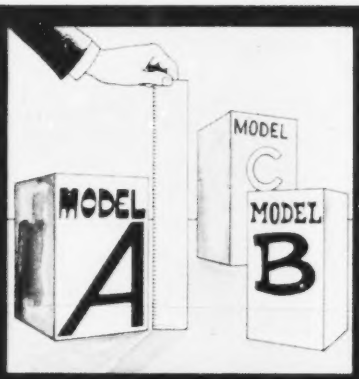
REQUIREMENTS FOR SUCCESS: Success of the program depends on the development of programs aimed at providing specialized services for EMH and LD students by programming these services into curriculum patterns at the local school.

PROJECT OUTCOMES: The project has made possible district approval for curriculum development on all subject areas of the project district.

CONTACT INFORMATION:

Mrs. Dixie Pierce, Project Director
Litchfield Elementary School District No. 79
P. O. Box 188
Litchfield Park, Arizona 85340
Telephone: (602) 935-2631
or 935-2632

39



TITLE OF PROGRAM/PROJECT: Evaluation of Resource Models for Handicapped

LOCATION OF PROJECT: St. Johns, Arizona

PROJECT NUMBER: 001-000-12-75-0062-0

GRADES AFFECTED: Handicapped Children

PROJECT DIRECTOR: Dr. John Potts

LENGTH OF PROJECT: July 1, 1974 to June 30, 1977

TARGET POPULATION: Forty-five handicapped students who will be enrolled a portion of their time in the resource teacher's class, and the remainder of the time in the regular classroom.

NEEDS SITUATION: The State of Arizona has mandated that every handicapped student shall be in an instructional program beginning in September, 1976. This project will examine the three most commonly suggested handicapped resource models which are financially feasible for districts to implement. Careful evaluation methods will be utilized to determine the most effective approach and then develop the model, so it can be disseminated and replicated by other districts in Arizona in meeting the 1976 mandate by the State of Arizona.

GENERAL APPROACH: Due to the Legislature mandating special education for every handicapped child, the school districts in Apache and Navajo Counties have formed a two-county cooperative utilizing the intergovernmental agreement. This legal agreement among all districts is for the purpose of developing a comprehensive special education plan. These counties have been discussing what type of models will deliver special education programs most effectively. As a result of this preliminary planning, this project was developed as a portion of the total plan.

PROGRAM DESCRIPTION: Three resource models have been identified. In each model, the handicapped students will spend a portion of their time in the resource teacher's class, and the remainder in the regular classroom. The time spent in the resource class will vary between five and ten hours per week for each student in all three models.

Model A The resource teacher will work with the students who have a mild handicap in the resource class only.

Model B The resource teacher will work with the students who have a mild handicap in the resource class, and assist the regular classroom teachers with the handicapped students in the regular classroom. This model will include in-service sessions for the regular classroom teachers, both formal and informal.

Model C The resource teacher will work with the students who have a mild handicap in the resource class, and assist the regular classroom teachers with the handicapped students in the regular classroom. The resource teacher will meet with the parents twice a month, and will include a home visit during the first month of school. The teacher will provide in-service sessions for the regular classroom teachers, both formal and informal.

The number of students enrolled in each of the models will be fifteen.

PROGRAM OBJECTIVES: To compare the effectiveness of three resource models in increasing handicapped students' achievement in reading, utilizing a predetermined range of performance objectives.

To compare the effectiveness of three resource models in increasing handicapped students' achievement in math, utilizing a predetermined range of performance objectives.

To compare the effectiveness of three resource models in percentage of school absenteeism of handicapped students.

To compare the effectiveness of three resource models in increasing school adjustment, using a pre-post-teacher/administrator observation scale. (Appendix A).

To compare the effectiveness of three resource models in increasing peer acceptance, based upon a stratified random observation sample once each month during a recreation period and a regular classroom situation.

To compare the acceptance/rejection of the three resource program models by the regular classroom teachers and administrators, utilizing a semantic differential instrument.

EVALUATION DESIGN: The rate and amount of increase of each handicapped student will be compared to determine which resource model obtained the greatest growth in reading objectives.

The rate and amount of increase of each handicapped student will be compared to determine which resource model obtained the greatest growth in math objectives.

The absenteeism of each handicapped student will be totaled and compared to determine which model maintained the lowest absenteeism rate.

A comparison between pre- post-observation scale results will indicate which model increases school adjustment to the greatest degree.

The number of positive peer contacts will be tallied and totaled from the eighteen observation periods for each handicapped student, with a comparison to determine which model demonstrated the greatest number of positive peer contacts.

A comparison between the pre- post-semantic differential instrument for regular classroom teachers and administrators will indicate which model received the greatest acceptance or rejection by regular classroom teachers and administrators.

REQUIREMENTS FOR SUCCESS: The development of a model for a resource program which has been carefully evaluated with supporting documentation to suggest how to structure day-to-day operations.

PROJECT OUTCOMES: The development of a handicapped education resource model which can be disseminated and replicated by other school districts in Arizona, and nationwide.

CONTACT INFORMATION: Dr. John Potts, Project Director
P. O. Box 749
St. Johns, Arizona 85935 Telephone: (602) 337-4364

41

VERSE

TITLE OF PROGRAM/PROJECT: Video Educational Records for Special Education (V. E. R. S. E.)

LOCATION OF PROJECT: Washington Elementary District No. 6, Phoenix, Arizona

PROJECT NUMBER: 007-006-12-75-0057-0

GRADES AFFECTED: Physically Handicapped, Grades K – 6

PROJECT DIRECTOR: Dr. Jack E. Null

LENGTH OF PROJECT: July 1, 1974 – June 30, 1977

TARGET POPULATION: Twenty-two physically handicapped children, ages 5-14; a majority of the children have multiple handicaps. Nearly all children are within the normal intelligence range.

NEEDS SITUATION: Physically handicapped children have many complications along with their main disability. They have problems with hearing, speech, visual, and motor skills which are difficult to describe since they are all manifested simultaneously.

GENERAL APPROACH: Many behaviors which interfere with learning need to be, and can be, diminished. This project will use closed circuit television to film the efforts of each physically handicapped child seeking to master himself and his environment. Project teams will utilize video tapes to extract and compile data to assist each child in the program.

PROGRAM DESCRIPTION: Video tapes will be taken of a child's performances in various areas, as designated by a project team. The team will view the tapes to develop a set of realistic, individualized objectives, produce a learning of activities to accomplish desired remediation and to make evaluations. The taping, done at fixed time intervals, will be kept as a child's cumulative record.

Parents will participate by viewing the tapes and by being asked to continue with some of the training program at home.

If necessary, experts in various fields, rehabilitation, neurology, etc., will be shown tapes for the purpose of giving more detailed diagnoses and/or remedial prescriptions to overcome limitations.

PROJECT OBJECTIVES: To assist physically handicapped students to achieve specified physical goals within the limitations of their handicap or handicaps.

To increase or widen the student's control over his own behavior so he will be able to satisfy more of his own needs and become increasingly independent.

To enhance the self-concepts through the planned accomplishment of successive developmental tasks.

EVALUATION DESIGN: Individual checklists in various areas (gross motor, fine motor, perceptual, and independence) will be devised by the project team. Individual performance criteria will be established for each child. Self-esteem checklists for pre- and post-tests and Goodenough Draw-a-Person will be administered. Videotape feedback comparisons will be made to assess reduction of atypicality.

REQUIREMENTS FOR SUCCESS:

Personnel:

Certified Physically Handicapped Teachers; Registered Physical Therapist, Occupational Training Specialists; Speech, Hearing, and Visually Handicapped Project Coordinator and Video Operator.

Equipment:

Closed circuit television equipment and tapes.

PROJECT OUTCOMES:

Students: As a result of project VERSE, children in the program will experience:

1. Increased developmental growth
2. Increased independence
3. Increased positive self-concept
4. Improved socio-emotional strength
5. Increased desire to improve
6. Ability to participate in mainstreaming
7. Interest in job exploration
8. Increased, realistic self-knowledge
9. Increased communication skills
10. Extended coping ability, and
11. Fewer problems as a result of better use of potentialities

Community: As a result of project VERSE the community will:

1. Recognize the abilities of handicapped children, and
2. Have less need to institutionalize the handicapped.

CONTACT INFORMATION:

Marilyn Henley, Project Coordinator
Washington School District No. 6
8610 North 19th Avenue
Phoenix, Arizona 85021
Telephone: (602) 944-1531

43

TITLE OF PROGRAM/PROJECT: A Comprehensive Accountability System for a School District

LOCATION OF PROJECT: Glendale Union High School District No. 205, Glendale, Arizona

PROJECT NUMBER: 007-205-12-75-0054-0

GRADES AFFECTED: Grades 9 – 12

PROJECT DIRECTOR: Jerry George, Ed.D.

LENGTH OF PROJECT: July 1974 – June 1977

TARGET POPULATION: The area to be served is that of the City of Glendale and a portion of Phoenix, plus unincorporated areas of Deer Valley, Cave Creek, and New River. Student population totals 15,000.

NEEDS SITUATION: Recent concern on the part of funding agencies and the general public being served by schools has identified a specific need for a comprehensive system of accountability. Questions which must arise as the result of such concern might be stated as follows:

1. What do the Glendale Union High School District's many publics, including parents, patrons, students, and educators desire, in terms of learner performance?

2. Currently, how effective are the Glendale Union High School District schools in bringing about the desired learner performance?

3. If the Glendale Union High School District schools are not as effective as desired, what should these schools be doing now, to bring about the desired learner performance?

The educational need to which this project is addressed is the need for a systematic process or framework for effective planning, implementing, monitoring, and evaluation for all aspects of the educational program with cooperative relationships among the general public and various segments (students, teachers, administrators, school districts, junior colleges and universities, and the State Department of Education) of the educational enterprise.

This systematic process would provide a framework for:

1. Consistency in reporting results of educational programs.

2. Coordination of efforts toward program development across all school programs and projects.

3. Dissemination of program results.

4. Improved utilization of information related to learner performance.

GENERAL APPROACH: The project is addressed to the provision of a consistent and effective system of internal evaluation and assessment applicable to selected educational programs and ultimately to all programs for which the Glendale Union High School District public schools are responsible.

PROGRAM DESCRIPTION: The major processes by which this project will be established, implemented, and will become self-sustaining, may be summarized as follows:

1. Training of the Planning and Evaluation Unit staff in components of the accountability system, including needs assessment, program description, program structure, establishment of

performance and process objectives, establishment of evaluation design, establishment of monitoring/audit procedures, and development of a calendar of events.

2. Establishment of a Glendale Union High School District Steering Committee and Local School Steering Committees for planning, directing, and evaluating the comprehensive plan for accountability.

3. Completion by the Planning and Evaluation Unit staff of a sequence design for accountable educational programs from inception through evaluation.

4. Training of school personnel (teachers and administrators) in the total accountability system model.

5. Adoption by the Board of Education of the desired learner goals for future directions of all programs developed and implemented by the Glendale Union High School District public schools.

6. Coordination and completion of a needs assessment of the Glendale Union High School District public schools to identify goal priorities and to relate them to learner needs.

7. Development and reorganization of newly implemented programs according to the accountability model for the 1974-75, 1975-76, and 1976-77 school years.

8. Development and organization of newly implemented programs according to the accountability model for the 1974-75, 1975-76, and 1976-77 school years.

9. Monthly auditing of ongoing educational programs for the 1974-75, 1975-76, and 1976-77 school years.

10. Assistance to district and school personnel in finalization of evaluation reports for each program evaluation.

11. Recycling procedures based on identified tangible outcome of each program of the Glendale Union High School District public schools.

PROJECT OBJECTIVES: The major goal of the project is to provide a systematic process of evaluation. In order for the project to be completely effective, systematic assessment of program effectiveness will meet the following component objectives:

1. Specify in accepted measurable terms desired learner performance.

2. Describe the activities and planned processes necessary to attain the desired learner performance.

3. Establish monitoring and evaluation systems to determine the extent that planned processes are implemented and effective in bringing about the desired learner performance.

4. Disseminate documented learner performance, processes, and costs to Glendale Union High School District's many publics.

EVALUATION DESIGN: Eighteen critical work activities were operationalized by process objectives, and a system document was developed for each process objective. Each process objective will be monitored using

monitor check sheets filled out by teachers and by a team consisting of department heads, principals, teacher-leaders, and assistant director. The completion of the process objectives will be verified by the director and corrected systems documents will be submitted to the ESEA Title III office.

Performance objectives for each program will be measured with criterion-referenced tests developed during the project. Pre-testing and post-testing will be augmented with mini-tests during the academic year in order to ascertain pupil growth and afford information for diagnostic and prescriptive techniques.

The systematic evaluation process will provide educators with reliable objective data for decision making and will enable implementation of practical educational accountability for Glendale Union High School District.

REQUIREMENTS FOR SUCCESS: The project requires professional personnel to serve as planners and evaluators, hence, a team approach in providing comprehensive accountability for the district. As well, a District Steering Committee provides supervisory skill for participant teachers and administrators. Local personnel do require training in developing and establishing learner goals, program description, program structure, performance objectives, criterion-referenced test items, activity goals and process objectives that are related to needs assessment, and in monitoring and evaluating those processes developed to reach such goals.

PROJECT OUTCOMES: The project will, in its initial phases, train selected school personnel in six ongoing programs and one identified priority program. The six ongoing programs—Language Arts, Right-To-Read, Mathematics, Title I, Special Education, and Vocational—will be reorganized according to the accountability systems model along with top priority goals of the district's community and of each local school's unique community. In addition, four sub-systems will be established or reorganized and implemented for a Comprehensive Accountability System: Learner Needs Assessment System, Evaluation System, Cost System, and Management System.

CONTACT INFORMATION: Dr. Jerry George
Glendale Union High School District No. 205
7650 North 43rd Avenue
Glendale, AZ 85301 Telephone: (602) 934-3411

TITLE OF PROGRAM/PROJECT: Cross-Age Teaching

LOCATION OF PROJECT: Washington School District, Phoenix, Arizona

PROJECT NUMBER: 007-006-12-73-0047-1

GRADES AFFECTED: Grades 4, 5, and 8

PROJECT DIRECTOR: Dr. Jack Null

LENGTH OF PROJECT: October, 1973 to May, 1976

TARGET POPULATION: Eighth grade students (olders) and fourth and fifth grade students (youngers).

NEEDS SITUATION: In schools throughout our state and nation there are students who have failed to achieve academic gains or social acceptance and who view school as uninteresting, frustrating, and a threatening daily experience. Many times these feelings are a direct result of a lack of individualized attention or of any effort to personalize activities in the teaching-learning process.

GENERAL APPROACH: Cross-Age Teaching is the simple, age-old concept of older students tutoring younger students, with resultant mutual benefits to both. An intensive four-week training session is conducted for "olders" (eighth grade students). Both "olders" and "youngers" (fourth and fifth grade students) are tested prior to the beginning of the actual tutoring program.

PROGRAM DESCRIPTION: A project coordinator is devoting three-fifths of his time during the 1973-74 year to planning and implementation of the program. A project evaluator was hired to assist the coordinator in evaluation design of the project and a half-time aide provides necessary clerical assistance. A two-day workshop was conducted for staff members involved at project schools. Three three-hour aides were assigned to each project school.

Research also gives fascinating examples of how the creative and resourceful minds of students can produce very exciting, fun to play, learning games which are used over and over again for instructional purposes. The 8th grade students are supervised by their classroom teachers. They are assisted by Industrial Arts teachers and aides at their schools in the invention of original game ideas, development of the rules for play, and construction of the games to be used in tutoring 4th and 5th grade students. The "older" students are then responsible for teaching the games to individuals or small groups of "younger" students.

One hundred "olders" and 100 "youngers" are included in three project schools of the Washington Elementary District No. 6. (Royal Palm, Desert View, and Sahuaro)

PROJECT OBJECTIVES: Objectives for "youngers" as measured by pre- and post-test results are:

1. To show gain of more than one month in total achievement for each month of tutoring.
2. To show improvement in the ability to complete visual-motor tasks.

Objectives for "olders" based on results of pre- and post-tests are:

1. To show gain in self-concept based on a standardized self-concept rating scale.
2. To show improvement in the ability to complete visual-motor tasks.
3. To improve their creative thinking skills in at least three of the four specific areas of ORIGINALITY, FLEXIBILITY, INVENTIVENESS, and ADAPTABILITY OF IDEAS.

47

EVALUATION DESIGN: The evaluation procedure used will include pre- and post-testing in the following areas: (1) Academic growth; (2) A self-concept questionnaire; (3) Visual Motor Inventory; and (4) Creative thinking abilities.

REQUIREMENTS FOR SUCCESS: The three essential conditions that have to exist in order to absorb Cross-Age Teaching into a new school are: (1) Some form of flexible scheduling; (2) Commitments from administration and staff with key responsibilities to be assumed by a key teacher; and (3) Necessary facilities to insure the program's goals and objectives will be met.

PROJECT OUTCOMES: Much evidence is emerging from educational research which shows that slow learners and hard-to-motivate students can experience new interest in learning and increased self-confidence from the personal attention given to them through "Cross-Age Teaching."

CONTACT INFORMATION:

Mr. Terry D. Barrett
Project Coordinator
8621 North Third Street
Phoenix, Arizona 85021
Telephone: (602) 943-7802

TITLE OF PROGRAM/PROJECT: Learning to Learn

LOCATION OF PROJECT: Tucson Public Schools, District No. 1, Tucson, Arizona

PROJECT NUMBER: 010-001-12-75-0056-0

GRADES AFFECTED: K – 12

PROJECT DIRECTOR: Colleen S. Decker

LENGTH OF PROJECT: July 1, 1974 – June 30, 1977

TARGET POPULATION: In its first year, the Learning to Learn project target population will consist of twelve administrators and eighteen teachers, or a total of 30 participants.

NEEDS SITUATION: When we talk about how something is learned, we usually mean to refer to the teaching strategy and the situation in which learning takes place. However, what is often neglected is the learning style of the student, i.e., the way the student sorts his world or the way he informs his experiences by means of his abstraction tools. A student must now know more than the facts he has at his disposal and the way he learned those facts. He must be able to make his own way of learning a deliberate process. Only then can the student be given the option of changing the thought habits he uses in most situations and come to expand his world and experiences by finding new and clearly deliberate thought habits.

GENERAL APPROACH: Administrators and teachers participating in the program will learn to locate learning habits and thought styles within alternate learning theories and will be involved in acquiring teaching techniques and developing materials which will aid students in the development of abstraction skills. Although such abstraction skills as the use of similarities, analogies, spatial relations, vocabulary levels, classifying, categorizing, and sequencing are basic to learning in subject matter skills, no model is available to help teachers and administrators work directly with students in the development of these generic skills. Without an existing model through which educators can "do" this kind of teaching-learning, it is my opinion that little progress will be made to establish a foundation for basic skills teaching by looking at generic learning habits and thought styles.

PROGRAM DESCRIPTION:

Development of Model:

Plan, organize, and develop materials and logistics for seminars with administrators and teachers; distribute.

"Learning Theories" Seminars:

Participants will be taught to use and face the problems of learning theories.

"Designing a Framework" Seminar:

Participants will help design a framework for their own use in learning habit identification.

"Project Model" Seminar:

The frameworks constructed by the participants will be developed into components of the model initially selected for this project.

"Collection and Identification of Case Examples" – Field Work:
The model will be used to identify a minimum of thirty (30) learning habit cases taken from the classrooms of the teacher participants.

"Abstraction Items" Seminar:
A distinction will be made between different kinds of abstraction items and their use by people in their learning habits.

"Abstraction Types" Seminar:
Exercises including different abstraction types will be collected and sorted by level of difficulty.

"Thought Styles" Seminar:
Locate learning habits in terms of the abstraction types used by people.

"Alternative Assessment" Seminar:
Participants will be expected to identify and use alternative assessment for thought styles of students of different ethnic backgrounds.

Materials Workshop:
Thirty packets of "Learning to Learn" materials will be prepared.

PROJECT OBJECTIVES: A model will be used to train a specific group of teachers and administrators to diagnose learning habits, identify thought styles of children, and from which instructional materials can be developed for use in the regular classroom.

Participants will increase their proficiency in the identification of learning habits and thought styles as will be demonstrated by an agreement within the group at least 75% of the time.

Learning to Learn materials will be developed for use in the regular classroom:

(1) Diagnostic materials for the identification of learning habits and thought styles of students.

(2) Instructional materials for the teaching of learning habits and thought styles.

The project will help point the way to implementation of a study for the standardization of the instruments constructed on the population of the Tucson Public Schools and to future implications for curriculum construction on the basis of the Learning to Learn model employed by this project.

EVALUATION DESIGN: Frequently, known instruments evaluate from known and used frameworks. A facet of this project suggests that the evaluation instruments be generated from the working out of the project itself. Once forged, these evaluation instruments should be useful with other kinds of projects where innovative criteria must be employed to do justice to the many and subtle variables to be found in these inquiries.

REQUIREMENTS FOR SUCCESS: The project evaluator must be able to understand the following:

1. Differences between internal, external, and methodological evaluations.

2. Must be familiar with the kinds of learning alternatives currently available for instructional purposes.

50

3. Must be able to see how the learning to learn concept emerges as a directing force once we make the distinction between "learning how" and "learning to learn how."

4. To recognize the development of models, the criteria for evaluating models, and the demands made on proposals by the shifting of models in midstream.

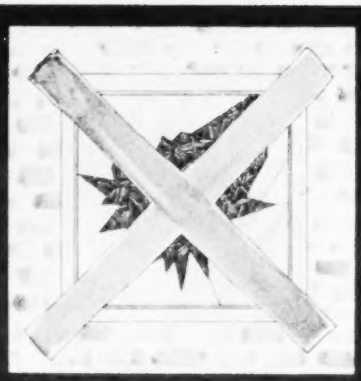
5. Must keep the perspective of other efforts to implement generic learning principles.

In setting the above criteria for the evaluator, these criteria in turn become the operational requirements for the project personnel, as well as define the resources and materials which need to be developed in order to implement the project.

PROJECT OUTCOMES: The project will develop a model constructed around future expectations as an alternative assessment device of the educational process. This model should be able to add many dimensions to the tests currently given, as well as possibly develop some alternative testing instruments.

CONTACT INFORMATION:

Mrs. Colleen S. Decker
Administrative Assistant for Staff and
Learning Development
Tucson Public Schools
P. O. Box 4040
Tucson, Arizona 85717
Telephone: (602) 791-6506



TITLE OF PROGRAM/PROJECT: Project to Reduce the Incidence of Destructive Effort (P.R.I.D.E)

LOCATION OF PROJECT: Washington Elementary District No. 6, Phoenix, Arizona

PROJECT NUMBER: 007-006-12-73-0050-0

GRADES AFFECTED: 4 – 6

PROJECT DIRECTOR: Dr. Jack E. Null

LENGTH OF PROJECT: October, 1973 – May, 1976

TARGET POPULATION: Urban--nine schools in the Washington District, grades four through six.

NEEDS SITUATION: School vandalism poses a national dilemma. The NEA estimates national losses from school vandalism to be $500 million annually. In a survey taken by Education U.S.A. in mid-1970, the main course of action taken by districts to combat vandalism has been in the form of more elaborate and expensive security devices, windowless rooms, security guards, etc., rather than a more positive approach of trying to work with attitudes and values that are the core of the problem.

GENERAL APPROACH: To gain cooperative ideas and support from students, faculty, parents, community members, administrators, police, and custodians in preventing vandalism.

PROGRAM DESCRIPTION: Teachers designed student-centered projects and activities that make students feel a part of their school, take pride in it, and take more responsibility for its upkeep and functioning. Teacher creativity and brainstorming took place in a series of teacher workshop experiences. A curriculum committee of teachers was formed to assist the project coordinator in the planning and development of a curricular program. Staff involvement workshops, the key to the project's first year, were held to develop actual classroom curriculum and implementation of the project. Outside resource consultants were brought into these workshops. A pilot program was instituted in two of the nine project schools during the last two-and-one-half months of the 1973-74 school year.

PROJECT OBJECTIVES: To improve student attitudes toward public property, public laws, and public officials through implementation of the PRIDE curriculum.

EVALUATION DESIGN: A criterion-referenced checklist was administered to teacher workshop participants. At the end of the 1973-74 school year a printed preliminary curriculum guide, pre- and post-attitudinal testing instrument, and student behavioral objectives will be available.

REQUIREMENTS FOR SUCCESS: The major component for success is the selection of a curriculum steering committee of teachers and parents to help the project coordinator bring together the resources of the school and community.

PROJECT OUTCOMES: Students who are involved in constructive activities in the school setting and given more responsibility for the school's upkeep will take more pride in their school, will be more protective of it, and will not be as likely to destroy school property through vandalistic or destructive acts.

CONTACT INFORMATION:

Mr. Dale A. Cousins
Project Coordinator
8621 North Third Street
Phoenix, Arizona 85020
Telephone: (602) 943-7802

52

TITLE OF PROGRAM/PROJECT: Young School and Community Self Help

LOCATION OF PROJECT: Young Public School, Young, Arizona

PROJECT NUMBER: 004-005-12-75-0061-0

GRADES AFFECTED: 9 – 12

PROJECT DIRECTOR: Mr. Kent F. Haws

LENGTH OF PROJECT: July 1, 1974 to June 30, 1977

TARGET POPULATION: Twenty students in grades 9-12, both boys and girls, will be trained in vocational education skills. Adult community members (20) will be enrolled in the same program.

NEEDS SITUATION: Young is a small rural community that is semi-isolated and non-college oriented. There is a great need for a vocational education program to teach job skills, such as carpentry, welding, auto mechanics, as well as home economics, to both the adults and students to help them get jobs. Because of distance to travel and cost of services, there is also a great need to provide opportunities for community members who possess vocational skills to teach others in the community. This project will also solve a long-standing problem by bringing the adults and youth of the community together for a common purpose. No other educational agency, public or private, is currently meeting these needs in our community.

GENERAL APPROACH: The program will organize night classes three evenings a week throughout the school year on a semester basis. Participants will have an option of training classes in which they may enroll. Classes will be taught by adult community members with requisite skills under the supervision of the project director.

PROGRAM DESCRIPTION: The program will consist of the following vocational education courses: auto shop, welding, carpentry, home economics, and crafts.

PROJECT OBJECTIVES:

Ninety percent of the designated students will achieve competency in the areas of basic auto mechanics during the 1974-75 project year as evidenced on a checklist of skills (determined and evaluated by the instructor).

Ninety percent of the designated students will achieve competency in general home economics during the project year as evidenced by a skills checklist (determined and evaluated by the instructor).

Ninety percent of the designated students will achieve competency in the wood shop skills area, i.e., cabinetry and basic carpentry during the 1974-75 project year as evidenced by a skills checklist (determined and evaluated by the instructor).

Ninety percent of the designated students will achieve competency in the handicrafts area, i.e., upholstering, leathercraft during the 1974-75 project year as evidenced by a skills checklist (determined and evaluated by the instructor).

53

EVALUATION DESIGN:

Skills mastered by students will be checked off master checklist (predetermined) to comprise evidence of fulfillment of objectives in the area of auto mechanics.

Skills mastered by students will be checked off master checklist (predetermined) to comprise evidence of fulfillment of objectives in the area of home economics.

Skills mastered by students will be checked off master checklist (predetermined) to comprise evidence of fulfillment of objectives in the area of wood shop.

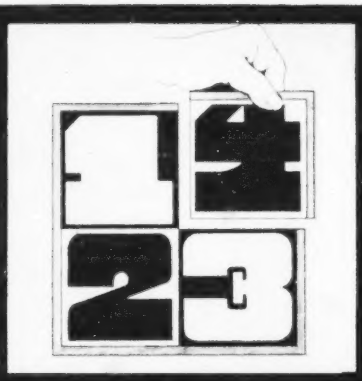
Skills mastered by students will be checked off master checklist (predetermined) to comprise evidence of fulfillment of objectives in the area of crafts.

REQUIREMENTS FOR SUCCESS: A project director that has the ability and community rapport to organize, plan, implement, and supervise the training aspects of the program. Community support for this project is absolutely necessary in order to secure teaching personnel, as well as to enlist participants in the program.

PROJECT OUTCOMES: It is anticipated that the people of the community will be taught job skills to qualify them for employment, and to develop do-it-yourself skills for residents of the community.

CONTACT INFORMATION:

Mr. Kent F. Haws, Project Director
Young Public School
P. O. Box 123
Young, Arizona 85554
Telephone: Young # 10



TITLE OF PROGRAM/PROJECT: Year Round High Schools for Phoenix

LOCATION OF PROJECT: South Mountain High School, Phoenix, Arizona

PROJECT NUMBER: 17-210-12-72-043-1

GRADES AFFECTED: 9 – 12 (South Mountain High School)

PROJECT DIRECTOR: Norbert Konzal

LENGTH OF PROJECT: July 1, 1973 to June 30, 1974

TARGET POPULATION: Students presently enrolled in the 8th grade in the Roosevelt Elementary School District; and freshman, sophomore, and junior students at South Mountain High School.

NEEDS SITUATION: A variety of needs assessments have been conducted within the Phoenix Union High School System in recent years and the results illustrate that district patrons, students, and staff believe that many current curricular offerings are not meeting the individual needs of students; e.g., a job program, rate and/or style of learning, and personalization of learning activities. The conventional two-semester school year is too restrictive in terms of time and student experiences to provide for these needs. In light of this, public and professional opinion is moving toward the contention that the traditional school year is obsolete and that new kinds of demands and needs necessitate a new kind of school year.

GENERAL APPROACH: The 1973-74 school year will be a planning year and South Mountain High School will operate on a quarter plan consisting of three 53-day quarters. All students will attend all three quarters. The Year Round School will become operational in June, 1974, and students will attend three out of the next four quarters. The month of August, 1975, will be an off-month for students and staff. During the year, curriculum will be revised to include as many non-sequential courses as possible and a job bank will be established to provide for student employment on the off-quarter when the Year Round School goes into effect.

PROGRAM DESCRIPTION: South Mountain High School will be on a quarter plan schedule of three 53-day quarters and 61-minute periods beginning September 4, 1973, and ending May 13, 1974, giving time equivalent to the present 175 days of instruction. This will be a plenary year. From May 14 through June 21, no school will be held. On June 24, 1974, the Year Round School (YRS) will become operational with a summer quarter (June 24 – September 6), a fall quarter (September 11 - November 26), a winter quarter (December 2 – February 25), and a spring quarter (February 27 – May 20). Students may elect to attend any three of the four quarters. A full course of instruction will be offered each quarter including approximately one hundred new courses developed in the summer of 1973 by the South Mountain High School faculty and implemented during the plenary year. Students will register during January, 1974, for the Year Round School operation.

In January, 1974, a Jobs Coordinator was employed to provide jobs in the *community for students* during their off-quarter.

PROJECT OBJECTIVES:

1. Develop individualized non-sequential curricula.
2. Provide the opportunity for students to enter school four times a year.

55

3. Provide a job bank and placement of students during their off-quarter.

4. Provide for better utilization of buildings.

EVALUATION DESIGN:

1. A sampling of students was tested using the Iowa Basic Skills Test in October, 1973, to be compared with the same test to be given in the spring of 1974.

2. Attitudinal questionnaires are being administered to students, staff, and parents on a monthly basis concerning South Mountain High School in general and the Year Round School in particular. The results are being evaluated on a comparison basis by a project evaluator.

REQUIREMENTS FOR SUCCESS:

1. The implementation of the Year Round School beginning with the summer quarter of 1974, with approximately 25-30 percent of the students in attendance.

2. Utilization of curriculum materials of both new divisions of current courses and new non-sequential courses.

PROJECT OUTCOMES:

1. More opportunity for students to enter school during the year and select courses to match their learning style and needs.

2. Provide a school program with a variety of non-sequential elective course offerings.

CONTACT INFORMATION:

Martin Sincoff, Project Coordinator
Phoenix Union High School District
2526 West Osborn Road
Phoenix, Arizona 85017
Telephone: (602) 258-8771

TITLE OF PROGRAM/PROJECT: Individualized Indian Instruction

LOCATION OF PROJECT: Yuma Union High School District No. 70, Yuma, Arizona

PROJECT NUMBER: 14-070-12-72-0041-2

GRADES AFFECTED: Grades 9-12 American Indian

PROJECT DIRECTOR: Dr. Paul Plath, Superintendent

LENGTH OF PROJECT: July 1, 1974 to June 30, 1975

NEEDS SITUATION: The project participants are American Indian students enrolled in the Yuma Union High School District. These Indian students are students who have remained in the high school system and drop-outs that have decided to come back to high school. The students' needs in the areas of culture, values, and language, all of which are critical to the students' academic performance, are being met through the project..

GENERAL APPROACH: The focus of this project is with the Indian students who haven't achieved in the high school setting. The project has been an integrating factor, in a supplemental manner, for the Indian students to progress academically. The needs of the Indian students are being met by tutorial services, courses developed in American Indian Literature, Comtemporary Indian Affairs, and American Indian History.

PROJECT DESCRIPITON: This project has developed a program that will properly motivate Indian students to remain in the public high school system, to develop courses that will supplement the high school curriculum, and further develop Indian cultural awareness of teachers who teach Indian students.

PROJECT OBJECTIVES: Assisting Indian students to further develop necessary skills for self improvement, further development of community educational needs, encourage greater educational awareness among Indian students and parents, and to assist the Indian community in assessisng educational priorities.

EVALUATION DESIGN: Data has been obtained from the needs assessment survey given to students, teachers, and the adult Indian community. The survey was completed by members of each group by the random selection method. The other components of the evaluation included attendance, student progress reports, community liaison reports, Parent Advisory Council minutes, and the External Audit reports.

REQUIREMENTS FOR SUCCESS: The success of the project essentially requires a joint cooperative effort from both the district administration and the local Indian community.

The program implementors must be aware and sympathetic to the educational needs of Indian students at the high school level. Parental involvement is a necessary ingredient in establishing an atmosphere germane to a positive attitude toward high school.

PROJECT OUTCOMES: This project year, the following objectives were met: (1) an increased enrollment of Indian students, (2) development of a participatory link between the Indian community and the high schools, (3) provision of assistance, when needed, to the high school faculty on the differences of culture and values of Indian people, and (4) a respectable statistic on student attendance, and in some cases, academic performance.

CONTACT INFORMATION:

Mr. Peter Soto
Kofa High School
3100 Avenue A
Yuma, Arizona 85364
Telephone: (602) 726-5750

57

PUBLICATIONS

The following items are available from ESEA Title III, Arizona Department of Education, on a request basis. In some instances there are loan copies available only.

16mm Films

"Libraries Are Kids' Stuff," Myers Demonstration Library, ESEA Title III, University of Arizona, Radio-TV Bureau. 16mm color film - 23 minutes.

"Three To Get Ready," Wilson School District No. 7, ESEA Title I, ESEA Title III, 16mm color film - 28 minutes.

Describes and portrays the inner-city three-, four- and five-year-old children and their mothers in a pre-school program.

Video Tapes

"What Is A Sentence?"
Tucson School District No. 1

This video tape is designed to instruct the student in the basic parts of the simple sentence. It will develop their ability to recognize and correct simple sentences and avoid errors in construction of sentences. Sentence fragments are discussed through several short segments and dramatizations, along with examples of proper sentences. The tape is approximately 20 minutes in length and has been shown to the freshman English classes and responses gathered.

"Why Learn To Write At All?"
Tucson School District No. 1

This video tape demonstrates the need for basic writing skills. Through a series of on-the-job interviews with various people in the community, the necessity for basic writing skills are shown and evaluated. This tape is about 20 minutes in length and has been shown to the freshman English classes and responses gathered.

"Overview of Elements of Fiction"
Tucson School District No. 1

Through a short dramatic reproduction of "The Cask of Amontillado" the students were introduced to the elements of fiction such as setting, plot, rising action, exposition, etc. The tape is approximately 13 minutes in length and has not been shown to the freshman classes.

"Subordinate Clause"
Tucson School District No. 1

This video tape was presented in the form of the quiz show "What's My Line?" and was composed of school talent in the various personalities. The students were presented with the right and wrong way to recognize a subordinate clause as opposed to a complete sentence. This tape is approximately 20 minutes in length and was shown to the freshman classes and responses gathered.

"Relative Clause"
Tucson School District No. 1

This video tape was a follow-up to the Subordinate Clause tape and was presented in the same quiz show type manner. Some of the same students were used in this tape and viewers were presented with the ways to recognize relative clauses. The tape is approximately 20 minutes in length and has been shown to the freshman English classes and responses gathered.

"Career and Human Development"
Tucson School District No. 1

This video tape was designed to help the freshman students lay down a plan for their future and guide them in the values of their high school years. The tape was done in the studio with location segments shot in various locations. Local television personalities were used to enhance the effect of the tape. Due to the lateness of the completion of this tape, only two of the freshman classes viewed the tape, but responses were gathered from the two classes.

"Characterization"
Tucson School District No. 1

This video tape was done in the studio using three students from the English classes. It is approximately 18 minutes in length and has not been shown to the freshman classes yet.

"Paragraphs"
Tucson School District No. 1

This video tape was done in the Sahuaro studios using students from Drama and other classes. It demonstrates the three main types of paragraphs and how to use them correctly. This tape is approximately 18 minutes in length and has not been shown to the freshman classes yet.

Publications

Arizona Pacesetters
ESEA Title III, Arizona Department of Education

A 60 page publication providing a narrative and pictorial description of all currently operating projects and terminated projects.

Arizona ESEA Title III Project Manual
ESEA Title III, Arizona Department of Education

A 113 page publication providing guidelines and information regarding the writing and management of ESEA Title III projects in Arizona.

System For Diffusion of Education Practices
ESEA Title III, Arizona Department of Education

A 23 page publication to assist LEA's in the identification of the diffusion process for innovative educational practices in Arizona.

Counselor Ideas in Action
ESEA Title III, Arizona Department of Education

A 176 page publication on designing musical learning experiences which should result in a positive attitude toward music and a better understanding of music and skill in expressing music.

The Education Fair: From Concept to Practice

An 80 page manual outlining the purpose, content, planning and implementation strategies of the Education Fair as a dissemination tool.

Mother/Child Learning Team – Curriculum

Elementary School–a ten page guide delineating an instructional design for a three year program for three-, four-, and five-year-old children and their mothers. The guide identifies the mothers' and the children's curriculum and procedures for implementing each component over a three-year period.

A Glossary of Terms Used For Educational Management

Elementary and Secondary–a 30 page publication to aid in the understanding of concepts being introduced to administrators participating in the project's in-service training program. The intent of the project is to help educators sharpen their decision-making skills through a more precise understanding of functions of the educational manager, and appropriate methods and procedures for performing these functions. The glossary is envisioned as a help in avoiding confusion by participants to a large body of unfamiliar terminology.

Concepts and Principles of Educational Management: An Introduction

Elementary and Secondary–a 14 page document designed to demonstrate the concepts and principles of management science to the field of education.

How To Plan Your Project

Elementary and Secondary–a 45 page planning manual for educational managers. Its potential value is a general purpose how-to-do-it book. Four components of the manual are: How to Use the Planning Manual; Guidelines for Preparing a Project Plan; Educational Project Planning and the Educational Manager; and Carbon Set Worksheets.

Peer Power
Alhambra School District No. 68

A manual for classroom implementation to acquaint the reader with several ways to improve responsible behavior in students.

A Training Program for Counselor Aides
Glendale Elementary School District

A training manual for the purpose of establishing a counselor-aide training program which will provide the aides with sufficient skills to function as aides to the counseling staff.

The Prevention of Reading Problems
ESEA Title III, Arizona Department of Education

A 110 page teacher's guide to program activities which contribute to those skills and abilities necessary for beginning reading.

Identifying and Developing Musical Behaviors
ESEA Title III, Arizona Department of Education

A 172 page teacher's guide for grades K-6 which includes lesson plans, concepts/skills, a model for musical behavior, and course objectives.

If you are outside the Phoenix area, or do not wish to telephone, the form below is provided for your convenience.

Mail to: Mr. Fred J. Sughrue, Director, ESEA Title III
1535 West Jefferson
Phoenix, Arizona 85007

Please send me complete information on the following article(s):

FILM _____

VIDEO TAPE _____

PUBLICATION _____

Name _____

Address _____

_____

_____

61

TERMINATED PROJECTS

The following are projects whose Federal funding has been terminated. The following projects have continued with the support of local funds. Complete information about these projects may be obtained from the ESEA Title III office of the Arizona Department of Education.

UTILIZING PEER POWER TO INFLUENCE THE GROUP
Alhambra School District No. 68
4510 North 37th Avenue
Phoenix, Arizona 85019
Mr. Bob Perry, Project Director

Counselors endeavor to successfully reach the larger group by working through its peer leaders. Activities are carried out to help leaders and peer groups establish better communication with parents, teachers, and the community.

SPACE SCIENCES IN A CONTROLLED ENVIRONMENT
Buckeye Union High School District No. 201
902 Eason Avenue
Buckeye, Arizona 85326
Mr. Chester McNabb, Project Director

A school planetarium is the focal point of the project which is a catalyst for a highly motivational approach to the entire science instructional program. The planetarium has also served as a common denominator for an interdisciplinary curriculum effort.

CHILDREN HANDICAPPED IN LANGUAGE DEVELOPMENT
Cartwright School District No. 83
Justine Spitalny School
3201 North 46th Drive
Phoenix, Arizona 85031
Marilyn Click, Project Director

A program is designed for children 4-6 years of age who have significant speech defects but are of average intelligence. Objectives are written by the professional staff with specific activities accomplished by trained instructional aides.

GUIDANCE SERVICES FOR SCHOOL AND COMMUNITY
Eloy Elementary School District No. 11
P. O. Box 728
Eloy, Arizona
Mr. Tom Robinette, Project Director

Parents were involved in conferences, study groups, and family counseling situations which also involved teachers in an effort to meet the needs for guidance and counseling services for the school and community.

FLOWING WELLS MUSIC LABORATORY
Flowing Wells High School No. 108
Flowing Wells Junior/Senior High School
3725 North Flowing Wells Road
Tucson, Arizona 85705
Mr. Ladd Bausch, Project Director

High school students attend classes in the electronically wired classroom and participate in programmed instruction on the guitar and electronic organ keyboards. Elementary children are also introduced to instruction on the electronic organ.

TEACHING AGRICULTURAL BUSINESS MANAGEMENT THROUGH HYDROPONICS
Indian Oasis District No. 40
P. O. Box 248
Sells, Arizona 86534 — Mr. Harley Cox, Project Director

Papago Indian students are assisted in acquiring much-needed business management experience through a hydroponic production teaching model. The Indian students constructed, operated and marketed the produce from the hydroponic greenhouse.

PROGRAM AND CENTER FOR EDUCATIONAL ADVANCEMENT
Mesa Elementary School District No. 4
High School District No. 207
Mesa, Arizona — Mr. James Zaharis, Project Director

The Center encouraged and supported experimentation with pilot programs to advance education in Central-Eastern Arizona through the application of new techniques and proven innovative programs to help relate this predominantly rural area to an urban creative district. The Center served both as a catalyst for creating awareness of the need for educational and cultural advancement and as a liaison between the field implementer and the decision-maker.

VOLUNTEER ASSISTANCE PROGRAM
Phoenix Elementary District No. 1
125 East Lincoln
Phoenix, Arizona 85004 — Mr. Jim Neuman, Project Director

Additional personnel were provided to the district through a volunteer selection process. Program consisted of a recruitment, selection, and orientation and training program.

COMMUNITY SCHOOLS FOR COMMUNITY ACTION
Phoenix Union High School District No. 210
South Mountain High School
5401 South Seventh Street
Phoenix, Arizona 85040 — Mr. Stuart Kaumerman, Project Director

Community schools are aimed at unifying the community by developing the best possible educational program, reinforcing community identity, developing the individual's potential and increasing involvement in civic activities which would benefit school and community.

PIMA COUNTY RURAL ADAPTIVE EDUCATION PROJECT
Pima County Schools
131 West Congress Street
Tucson, Arizona 85701 — Mr. Fred Jipson, Project Director

The aim of the project is to establish an inter-district cooperative special education program through referral, evaluation, prescriptive remediation, adaptation and creation of materials, and teacher in-service training.

STAFF UTILIZATION FOR CONTINUOUS PROGRESS EDUCATION PROJECT
Scottsdale School District No. 48
3811 North 44th Street
Phoenix, Arizona 85018 — Mrs. Beverly Pergeau, Project Director

This project provided training experience for continued development and implementation of a continuous progress curriculum. Paraprofessional training involvement emphasized extension of skill development and pupil-paraprofessional interaction.

PROGRESS ANALYSIS THROUGH COMPUTER EVALUATION
Sunnyside School District No. 12
Elvira School
250 West Elvira Road
Tucson, Arizona 85706 — Mrs. Barbara Guyton, Project Director

Students' competence was increased in selected language arts skills by developing a computer program for the management of individualized instruction. An ungraded intermediate program was implemented through individualized activity PACE-PAKS.

PREVENTING DRUG ABUSE
Tempe Elementary School District No. 3
P. O. Box 27708
Tempe, Arizona 85282 — Mr. Charles Jenkins, Project Director

Activities centered on developing student awareness of cognitive and effective factors which influence decision-making and personal responsibility for his decisions, and increased parent awareness to promote effective interaction with his family.

CULTURAL RESOURCES EXPLORATION AWARENESS THROUGH EDUCATING THE SENSES
Tucson School District No. 1
P. O. Box 4040
Tucson, Arizona 85717 — Mr. Ron DeWitt, Project Director

Project CREATES demonstrates that working with children in more open ways is an effective means of achieving skills and attitudes valued in society. Children are allowed to become responsibly self-directing and more aware of themselves and their total environments.

EDUCATIONAL MANAGEMENT PROJECT
Tucson School District No. 1
P. O. Box 4040
Tucson, Arizona 85717 — Dr. Peter Gazzola, Project Director

Increase administrative effectiveness in educational programs by sharpening the decision-making skills of those administrators who are responsible for the planning, organizing, implementing, and evaluation of educational programs by increasing the knowledge of decision-making principles, management skills, and a curriculum implementation model.

OUR COMMUNITY AGAINST DRUG EXPERIMENTATION
Tucson School District No. 1
Kellard Elementary School
6606 East Lehigh Drive
Tucson, Arizona 85710 — Dr. Reginald E. Barr, Project Director

This project was designed to develop and implement a drug abuse prevention curriculum which centered on the analysis of behavioral alternatives to personal decisions.

WESTERN MARICOPA SPECIAL SERVICES CONSORTIUM
Tolleson Elementary District No. 17
P. O. Box 279
Tolleson, Arizona 85353 — Mr. Robert A. Shaw, Project Planner

While funds were basically for the planning of a special education consortium among many small, rural schools, implementation of the plans also occurred. Many small school districts that, alone, could not provide needed special education programs are now doing so, as consortium members. Key activities are screening of possible special children, educating regular classroom teachers to identify children with possible special problems, conducting classes for special education children, and coordinating special education related efforts of many governmental agencies. An expanded version of the project continues with state, local, and federal (ESEA Title I) funds.

64

The innovative seeds of educational progress that are developed in ESEA Title III projects must be planted outside the sponsoring schools if the extended benefits are to be obtained and the intent of the ESEA Title III program is to be fulfilled.

You are invited and encouraged to visit the projects described in this publication and to adapt and implement their exemplary features in your own school district.

Detailed information regarding these projects may be obtained by making direct contact with the Project Director, or by contacting the ESEA Title III office at the Arizona Department of Education.

1535 West Jefferson
Phoenix, Arizona 85007
Telephone: (602) 271-5414

If you are outside the Phoenix area, or do not wish to telephone, the form below is provided for your convenience.

Mail to: Mr. Fred J. Sughrue, Director, ESEA Title III
1535 West Jefferson
Phoenix, Arizona 85007

I wish to visit Project _____

on (Date) _____

Please send me complete information on Project _____

Name _____

Address _____

_____

65